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ABSTRACT

This document is intended to assist Nebraska business education teachers in developing assessment plans for their local school districts. The first part of the document correlates Nebraska's business education performance standards with grade 8 and grade 12 standards for the following academic subject areas: mathematics; science; social studies/history; and reading/writing. A two-column format is used to show the links between essential business education competencies and the academic skills listed in Nebraska L.E.A.R.N.S. (Leading Educational Achievement through Rigorous Nebraska Standards). The following are among the business competencies covered in the crosswalk: business computations; career awareness and exploration; career preparation and job acquisition; communications; consumer economics; economics; finance; keyboarding; technology exploration and applications; technology operations; technology issues and concerns; telecommunications; systems and implementation; accounting principles; business and consumer law; entrepreneurship; international business; management; and marketing. The second part of the document lists pertinent grade 8 and grade 12 standards for the following academic areas: (1) mathematics (including numeration/number sense, computation/estimation, measurements, geometry/spatial concepts, data analysis, probability; statistics, algebra); (2) reading, writing, speaking, and listening; (3) science (including unifying concepts/principles, science as inquiry, physical science, life science, earth and space science, science and technology, science in personal and social perspective, and history and nature of science); and (4) social studies/history (U.S. history, civics and economics, world history, and world geography). (MN)

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Business Education Crosswalking Standards

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Grades Eight and Twelve

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BUSINESS EDUCATION: AN INTRODUCTION

Mission Statement

The Mission of Business Education in Nebraska is to work cooperatively with the business community to prepare all individuals to live and work as productive citizens in a changing global society by providing essential business experiences, education, and training.

We Believe Education and Training in Business:

- Allow individuals to acquire, develop, and apply academic knowledge and skills.
- Are integral to **every** individual's educational experience for personal and professional development.
- Provide individuals a foundation to work and live as productive citizens in a changing global economy.
- Prepare individuals to meet the challenges of an ever-changing society.
- Provide business educators and students valuable partnerships with the business community.
- Incorporate these essential components of a quality program:
  - Citizenship, Social, Democratic Knowledge, Values, and Skills
  - Lifelong Learning
  - Work-entry Skills
  - Motivation/Disposition to Learn
  - Higher-order Thinking Skills
  - Creative Thinking and Expression
  - Problem Solving
  - Fundamental Literacies—Communication, Computation, and Comprehension
  - Ethical Behavior

NBEA National Business Education Standards

In 1995, the National Business Education Association published the *National Standards for Business Education: What America's Students Should Know and Be Able to Do in Business*. This document provides standards for business education programs, defines the parameters of the discipline of business education, and provides a guide for curriculum writers to use in developing superior programs in business education. The standards are designed to develop students' comprehensive knowledge and competence. The NBEA recommends that students should be able to:

- Function as economically literate citizens through the development of personal consumer economic skills, a knowledge of social and government responsibility, and an understanding of business operations.
- Demonstrate interpersonal, teamwork, and leadership skills necessary to function in multicultural business settings.
- Develop career awareness and related skills to enable them to make viable career choices and become employable in a variety of business careers.
- Select and apply the tools of technology as they relate to personal and business decision making.

- Communicate effectively as writers, listeners, and speakers in social and business settings.
- Use accounting procedures to make decisions about planning, organizing, and allocating resources.
- Apply the principles of law in personal and business settings.
- Prepare to become entrepreneurs by drawing from their general understanding of all aspects of business.
- Understand the interrelationships of different functional areas of business and the impact of one component on another.
- Develop the ability to participate in business transactions in both the domestic and international arenas.
- Develop the ability to market the assets each individual has whether they be in the labor market or in the consumer goods market.
- Manage data from all of the functional areas of business needed to make wise management decisions.
- Utilize analytical tools needed to understand and make reasoned decisions about economic issues–both personal and societal.

Nebraska L.E.A.R.N.S.

Nebraska L.E.A.R.N.S. outlines the academic content standards approved by the Nebraska State Board of Education in 1998. The focus of the standards is to help young people to become participating and informed citizens. *Nebraska L.E.A.R.N.S.* can serve as a document to begin a dialogue between schools, teachers, parents, and community as they work together to provide the best education for all life.

The standards, which are located in the resource section of this chapter, state what students should know and be able to do by the end of first grade, fourth grade, eighth grade, and twelfth grade in the areas of mathematics, science, social studies/history, and reading/writing. They are content standards that were written for all students. The standards are not minimum standards of learning for students but are challenging and rigorous.

The standards should be viewed as a work in progress with much work to be done by local communities as they engage in conversations about the importance of education and the kinds of schools they need to reach higher standards. The Nebraska State Board of Education "is committed to the importance of standards and the foundation they represent."

Crosswalking Standards

This Crosswalking Standards section was written by business educators who were originally involved in the development of the *Nebraska K-12 Business Education Framework* in 1994. Fifteen representatives from secondary, postsecondary, and teacher education worked with educators representing mathematics, science, social studies/history, and reading/writing to correlate Nebraska's Business Education performance standards with the eighth- and twelfth-grade standards for their respective areas. The Crosswalking Standards section will assist teachers across the state as they develop assessment plans for their local school districts.

The numbers preceding the Business Education Essential Learnings will direct the reader to a specific performance standard within the Nebraska K-12 Business Education Framework, i.e., 8.1.0 Business Computations.

The first number indicates the grade level, either grade 8 or 12. The second number represents the order of the performance standard in the Framework while the third number represents the instructional content for that performance standard.

The numbers following the respective codes in the Link to L.E.A.R.N.S. column will direct the reader to a specific standard within the document. For example, R/W 12.1.1 means this is the first standard within the first section of the 12th grade reading/writing standards.

The academic standards can be found in their entirety in the resource section of this chapter. **As teachers work with the academic standards, it will be important to look at the standards in their entirety.**

In addition, the codes found in the column headed Link to L.E.A.R.N.S. were taken from the newspaper insert entitled *Nebraska L.E.A.R.N.S.* (Leading Educational Achievement through Rigorous Nebraska Standards). This document outlines standards in the following areas: Mathematics (M), Reading/Writing (R/W), Science (S), and Social Studies/History (SS/H).

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BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
8.1.0 BUSINESS COMPUTATIONS Students will understand basic business computations. They will demonstrate competency by performing calculations when processing personal financial documents and making business transactions. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.1.1 Estimating—solve problems by predicting solutions 8.1.2 Making Change—calculate and count change 8.1.3 Percentages—figure prices and interest 8.1.4 Statistics—analyze and interpret statistical data in charts, tables, and graphs	Students will apply relationships between fractions, decimals, and percents in a variety of situations. (M 8.1.2) Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators both with and without the use of technology. (M 8.2.1) Students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) both with and without the use of technology. Problems will be of varying complexities and can involve real-life data. (M 8.2.3) Students will apply strategies of estimation to a variety of problems both with and without the use of technology. (M 8.2.5) Students will collect, analyze, interpret, and display data. (M 8.5.1) Students will read and interpret tables, charts, and graphs to make comparisons, predictions, and inferences. (M 8.5.2) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will develop an understanding of systems, order, and organization. (S 8.1.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
8.2.0 CAREER AWARENESS AND EXPLORATION Students will understand career options and explore concepts for working in a global society. They will demonstrate competency by identifying and describing a variety of industries, occupations, and employment skills. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.2.1 Career Interest—assess personal interests related to career opportunities 8.2.2 Career Qualifications—identify qualifications required for various occupations 8.2.3 Career Research—explore a variety of domestic and global occupations 8.2.4 Community Interaction—participate in volunteer experiences with members of the community 8.2.5 Interpersonal Skills—demonstrate social skills that employers expect of workers 8.2.6 Job Acquisition—develop employment documents and interview skills 8.2.7 Job Survey—explore career opportunities through contact with business people	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 8.1.2) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 8.2.1) Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail. (R/W 8.2.2) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 8.2.5) Students will apply listening skills in a variety of settings. (R/W 8.4.1) Students will develop an understanding of systems, order, and organization. (S 8.1.1) Students will develop an understanding of science as a human endeavor. (S 8.8.1) Students will demonstrate an understanding of the rights and responsibilities of citizens in America. (SS/H 8.3.8)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.3.0 CAREER PREPARATION AND JOB ACQUISITION Students will understand career preparation and job acquisition skills required for employment, professional growth, and employment transitions in their chosen fields. They will demonstrate competency by matching skills and aptitudes for occupations, exploring career options, and applying job acquisition skills. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.3.1 Career Exploration—explore career opportunities and projected trends nationally and internationally; investigate required education, training, and experience; and develop an individual educational plan 12.3.2 Employment Transitions—examine effects of job changes and identify sources for retraining and career transition 12.3.3 Goal Setting—practice setting goals and writing career goals and objectives 12.3.4 Interest and Aptitude Assessments—examine aptitudes related to career options; relate personal characteristics and interests to educational and occupational opportunities 12.3.5 Job Acquisition—complete employment documents and the interview process 12.3.6 Work Ethics—demonstrate positive work habits and strive to achieve personal job satisfaction *(Continued)*	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail. (R/W 12.2.2) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
12.3.7	Workplace Learning—participate in shadowing, mentoring, internships, paid cooperative education experiences, and/or volunteer experiences in the community to prepare for transition from school to work	Students will develop an understanding of systems, order, and organization. (S 12.1.1) Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued. (SS/H 12.4.20)
8.4.0	**COMMUNICATIONS** Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups. Instructional content leading to mastery of the performance standard should include but is not limited to:	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 8.1.2) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 8.2.1) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions. (R/W 8.2.3) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 8.2.5) Students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge. (R/W 8.3.1) Students will apply listening skills in a variety of settings. (R/W 8.4.1) Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events. (SS/H 8.1.10)
8.4.1	Communications—present a positive image through verbal and nonverbal communication	
8.4.2	Listening—demonstrate active listening	
8.4.3	Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology	
8.4.4	Reading—read to interpret directions and acquire knowledge	
8.4.5	Telephone Communications—use telephone skills to accomplish personal business	
8.4.6	Writing—utilize writing skills in notetaking, composition, and daily activities	

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.4.0 COMMUNICATIONS Students will understand principles of effective communication. They will demonstrate competency by selecting and using appropriate forms of communication while working individually and in groups. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.4.1 Communications—present a positive image through verbal and nonverbal communication 12.4.2 Correspondence—compose, format, and edit correspondence 12.4.3 International Communications—develop an awareness of the language and varying customs required for international communications 12.4.4 Listening—demonstrate active listening 12.4.5 Pluralistic Communications—demonstrate sensitivity toward and appreciation for a diverse population 12.4.6 Presentations—research, compose, and orally present information for a variety of situations utilizing appropriate technology 12.4.7 Proofreading—edit and correct text for grammatical/spelling errors not identified through spell/grammar checking software programs 12.4.8 Technical Reading—understand the content of technical reading material by following directions or accurately interpreting data *(Continued)*	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will write compositions with a clear focus, logically related ideas, and adequate supporting detail. (R/W 12.2.2) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
12.4.9	Technical Writing—write instructions for technical procedures	Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems. (SS/H 12.2.4) Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled. (SS/H 12.3.18) Students will develop the skills needed for informed participation in public affairs. (SS/H 12.4.15)
12.4.10	Technology—use appropriate forms of technology for communications	

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
8.5.0 CONSUMER ECONOMICS Students will understand economic concepts that influence personal, business, and government decisions. They will demonstrate competency by practicing the role of a consumer, producer, saver, and investor in the market system. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.5.1 Economic Systems—describe how traditional, command, and market economic systems determine what shall be produced, how it is produced, and for whom it is produced 8.5.2 Macroeconomics—explore macroeconomic concepts including gross domestic product, unemployment, trade practices, and exchange rates 8.5.3 Microeconomics—explore microeconomic concepts including prices, competition, income distribution, and supply and demand 8.5.4 Personal Economics—apply economic reasoning to the management of individual resources, including time, money, assets, and knowledge 8.5.5 Productivity—analyze the impact of investments and specialization on individual and business output	Students will read and interpret tables, charts, and graphs to make comparisons, predictions, and inferences. (M 8.5.2) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will develop an understanding of systems, order, and organization. (S 8.1.1) Students will explain the structure and operation of the United States economy. (SS/H 8.3.5) Students will describe the government's role in the United States economy. (SS/H 8.3.6) Students will compare the United States economic system to systems such as China, Japan, Canada, South America, and other Western European nations. (SS/H 8.3.7) Students will demonstrate an understanding of the rights and responsibilities of citizens in America. (SS/H 8.3.8) Students will know how to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs. (SS/H 8.3.10)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.6.0 ECONOMICS Students will understand basic economic principles in order to pursue their interests as consumers and producers in domestic and global economies. They will demonstrate competency by applying economic reasoning to individual, business, and government practices. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.6.1 Economic Measures—describe measurement concepts and methods used to explain economic developments and assess economic performance including gross domestic product, aggregate supply and demand, inflation and deflation, and the balance of payments 12.6.2 Economic Systems—compare the achievement of different economic systems relative to economic freedom, efficiency, equity, security, and growth 12.6.3 International Economics—discuss the concepts of comparative advantage, barriers to trade, exchange rates, and balance of payments affecting international growth and stability 12.6.4 Macroeconomics—analyze macroeconomic situations and determine alternative government policies and consequences 12.6.5 Microeconomics—analyze microeconomic situations and determine appropriate actions for the individual consumer and the organization 12.6.6 Public Policy—identify the costs and benefits of government taxing, spending, and regulation	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding of systems, order, and organization. (S 12.1.1) Students will develop an understanding of the effects of population change. (S 12.7.2) Students will develop an understanding of natural resources. (S 12.7.3) Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems. (SS/H 12.2.4) Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. (SS/H 12.2.12)

(Continued)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will summarize causes and effects of the Industrial Revolution. (SS/H 12.3.8) Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies. (SS/H 12.4.7) Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy. (SS/H 12.4.9) Students will identify and distinguish among the units of local governments in Nebraska, such as counties, cities, towns, and regional authorities by analyzing a local public issue. (SS/H 12.4.10) Students will compare the United States political and economic systems with those of major democratic and authoritarian nations. (SS/H 12.4.16) Students will analyze the United States market economy. (SS/H 12.4.17) Students will analyze the role of government in the United States economy. (SS/H 12.4.18) Students will diagram the concepts of scarcity, opportunity costs, and the types of economic systems that deal with unlimited wants and limited resources. (SS/H 12.4.19) Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued. (SS/H 12.4.20) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, how to produce, and for whom to produce. (SS/H 12.4.21) Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions. (SS/H 12.4.22) Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates. (SS/H 12.4.23) Students will explain the interrelationship of producers, consumers, and government in the American economic system. (SS/H 12.4.24) Students will explain the impact of monetary and fiscal policy in achieving local, state, and national economic goals. (SS/H 12.4.25)
8.7.0 FINANCE Students will understand money management principles as they relate to personal decisions. They will demonstrate competency by applying financial principles in making their financial decisions. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.7.1 Budgeting—develop a personal budget, including income, expenses, savings, and taxes 8.7.2 Consumer Credit—describe the use of credit services and the responsibilities associated with maintaining a good credit rating *(Continued)*	Students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators both with and without the use of technology. (M 8.2.1) Students will identify the appropriate operation and do the correct calculations to solve word problems. (M 8.2.2) Students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) both with and without the use of technology. Problems will be of varying complexities and can involve real-life data. (M 8.2.3) Students will develop an understanding of systems, order, and organization. (S 8.1.1) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
8.7.3	Financial Services—utilize appropriate banking services	Students will explain the structure and operation of the United States economy. (SS/H 8.3.5)
8.7.4	Risk Management—recognize the benefits and costs associated with the different types of insurance	Students will describe the government's role in the United States economy. (SS/H 8.3.6)
		Students will demonstrate an understanding of the rights and responsibilities of citizens in America. (SS/H 8.3.8)
12.7.0	**FINANCE**	Students will interpret theoretical probability to represent problems, solve problems, and make informal decisions. (M 12.5.3)
Students will understand the use of financial principles in making personal and business decisions. They will demonstrate competency by applying and analyzing concepts and principles.		Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1)
Instructional content leading to mastery of the performance standard should include but is not limited to:		Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2)
12.7.1	Banking and Financial Services—identify and utilize financial services and resources necessary to obtain a loan	Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5)
12.7.2	Credit Management—evaluate the use of credit in a personal or business situation	Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1)
12.7.3	Employment Opportunities—identify career opportunities available in the field of finance	Students will apply listening skills for a variety of purposes. (R/W 12.4.1)
12.7.4	Governing Agencies—identify agencies that provide support and advice for personal or business decisions	Students will develop an understanding of systems, order, and organization. (S 12.1.1)
12.7.5	Investments—differentiate between various savings and investment opportunities	
12.7.6	Resource Management—evaluate the most effective use of resources including time, money, and energy	
12.7.7	Risk Management—analyze the benefits and costs associated with different types of insurance	
(Continued)		*(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.7.8 Savings—explain the benefits of saving for financial goals 12.7.9 Taxes—demonstrate an understanding of personal tax laws including sales, property, and income tax by completing tax forms	Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled. (SS/H 12.3.18) Students will discuss, develop, and implement a plan for making informed personal economic decisions. (SS/H 12.4.27)
8.8.0 KEYBOARDING Students will understand basic operations necessary to operate a keyboard. They will demonstrate competency by using the touch method to key information in preparing written communications. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.8.1 Composition—create and key personal and business documents 8.8.2 Formatting—format letters, reports, and other miscellaneous documents 8.8.3 Operation—demonstrate proper keyboarding techniques by keying alphabetic, numeric, and symbolic information	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 8.2.1) Students will apply listening skills in a variety of settings. (R/W 8.4.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
8.9.0 TECHNOLOGY EXPLORATION AND APPLICATIONS Students will understand the function and operation of computers and related technology in the home, school, and work environment. They will demonstrate competency by utilizing technology as a tool for communicating and learning. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.9.1 Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, and desktop publishing 8.9.2 Career Opportunities—explore the use of technology in current and future careers 8.9.3 Hardware Components—identify workstation components and demonstrate appropriate operation of equipment and peripherals 8.9.4 Operations—analyze the ways in which a computer processes information and performs tasks 8.9.5 Social Issues—discuss the technological issues of ethics and etiquette on emerging technologies and the impact on society 8.9.6 Technology Innovations—explore the role of technology in future applications 8.9.7 Telecommunications—use electronic resources to access, retrieve, and transmit information	Students will apply the order of operations to solve problems both with and without the use of technology. (M 8.2.4) Students will describe and represent relations, using tables, graphs, and rules. (M 8.6.3) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will locate, access, and evaluate resources to identify appropriate information.(R/W 8.2.1) Students will use a variety of forms to write for different audiences and purposes. (R/W 8.2.4) Students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge. (R/W 8.3.1) Students will apply listening skills in a variety of settings. (R/W 8.4.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.10.0 TECHNOLOGY OPERATIONS Students will understand the operation, application, and function of computers and related technology in a constantly changing global society. They will demonstrate competency by creating, accessing, manipulating, and analyzing information. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.10.1 Applications—utilize a variety of software applications including word processing, spreadsheet, database, communications, multimedia, authoring, desktop publishing, and presentation software 12.10.2 Decision-Making Skills—solve problems using critical thinking and technological skills to promote productivity 12.10.3 Global Communications—demonstrate skills for communicating in an international, pluralistic business environment 12.10.4 Keyboard Mastery—demonstrate proficiency in the touch method of keyboarding, emphasizing speed, accuracy, and productivity 12.10.5 Technical Skills—use operating platforms, categorize data, operate industry-standard equipment, and utilize information resources 12.10.6 Transitional Skills—practice and use technological knowledge and skills in personal, educational, and employment settings 12.10.7 Troubleshooting—identify and correct basic hardware and software problems	Students will perform estimations and computations mentally, with paper and pencil, and with technology. (M 12.2.3) Students will apply and solve problems using patterns, algebraic expressions, functions, and regression analysis. (M 12.6.4) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will apply listening skills for a variety of purposes. (R/W 12.4.1)
12.11.0 TECHNOLOGY ISSUES AND CONCERNS Students will understand the benefits, consequences, and implications of living and working in a technological world. They will demonstrate competency by recognizing, practicing, and evaluating professional procedures related to social issues and future trends. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.11.1 Employment Opportunities—research and investigate technological knowledge and skills required by employers 12.11.2 Social and Legal Issues—analyze the technological issues and impact on society of access, privacy, confidentiality, ethics, and emerging technologies 12.11.3 Technological Etiquette—demonstrate professional attitude and responsibility in using technology	Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding about science and technology. (S 12.6.2) Students will develop an understanding of the role of science and technology in local, national, and global challenges. (S 12.7.6) Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled. (SS/H 12.3.18)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.12.0 TELECOMMUNICATIONS Students will understand the principles and procedures of transmitting information electronically. They will demonstrate competency by generating and communicating information through the use of electronic resources. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.12.1 Business Decisions—analyze cost, ease of use, and timelines of telecommunications services 12.12.2 Collaborative Applications—develop an awareness of calendaring, scheduling, and videoconferencing 12.12.3 Communication Applications—use communication services and applications including telephones, bulletin boards, on-line information services, electronic/voice mail, and fax machines 12.12.4 International Communications—develop an awareness of the protocol for international communications including languages, customs, and time zones 12.12.5 Troubleshooting—identify and correct basic hardware and software problems that occur in telecommunications	Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.13.0 SYSTEMS AND IMPLEMENTATION Students will understand the factors contributing to a productive workforce in a pluralistic, technologically oriented environment. They will demonstrate competency by creating, developing, and producing information as an individual or a team member. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.13.1 Management Skills—prioritize work to fulfill responsibilities, to meet deadlines, and to utilize negotiation skills 12.13.2 Occupational Safety—demonstrate safety practices to maintain a safe and secure technological work environment 12.13.3 Records Management—classify, store, retrieve, archive, and purge paper and computer-based records 12.13.4 Teamwork—demonstrate the ability to work with others in a diverse and global environment 12.13.5 Work Environment—design and organize an ergonomically correct work environment that maximizes productivity while considering human needs, budgetary guidelines, equipment, and supplies 12.13.6 Work Ethic—demonstrate positive work habits and strive to achieve personal job satisfaction	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will develop an understanding of systems, order, and organization. (S 12.1.1) Students will develop an understanding of technological design. (S 12.6.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.14.0 ACCOUNTING PRINCIPLES Students will understand accounting principles and procedures. They will demonstrate competency by preparing, maintaining, and interpreting accounting records. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.14.1 Accounting Cycle—apply the accounting cycle to various forms of business organizations 12.14.2 Analysis—demonstrate the interpretation of financial statements for personal and business decisions 12.14.3 Automated Accounting Systems—use technology to prepare and maintain accounting records 12.14.4 Employment Opportunities—identify career opportunities available in the field of accounting 12.14.5 Financial Computations—use mathematical concepts to compute financial transactions 12.14.6 Internal Control—explain the principles of checks and balances as they relate to various accounting systems 12.14.7 Payroll—apply payroll theory and procedures 12.14.8 Planning and Management—demonstrate accounting procedures and practices related to inventory control, budgetary planning, and financial statement analysis	Students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers. (M 12.2.1) Students will justify the reasonableness of solutions. (M 12.2.2) Students will perform estimations and computations mentally, with paper and pencil, and with technology. (M 12.2.3) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding of systems, order, and organization. (S 12.1.1)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.15.0 BUSINESS AND CONSUMER LAW Students will understand the legal rights and responsibilities relevant to personal and business practices. They will demonstrate competency by analyzing and applying personal and business law. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.15.1 Assistance Agencies—identify sources of public and private agencies that assist and protect individuals and businesses 12.15.2 Contracts—describe the basic elements, requirements, and obligations for an enforceable contract 12.15.3 Employment Opportunities—explore career opportunities available in the field of law 12.15.4 Ethics—discuss the ethical responsibilities of individuals and society 12.15.5 Government Regulations—examine the principal areas of government regulation of personal and business activities 12.15.6 International Legal Issues—research how differences in laws among countries complicate business operations 12.15.7 Legal Rights—discuss laws that protect individual and organizational rights	Students will apply deductive reasoning to arrive at valid conclusions. (M 12.4.7) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding of the role of science and technology in local, national, and global challenges. (S 12.7.6) Students will develop an understanding of science as a human endeavor. (S 12.8.1) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will analyze the events and ideas of the Constitutional Era. (SS/H 12.3.4) Students will identify and explain the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Nebraska. (SS/H 12.4.2) Students will identify examples of fundamental American political principles contained in the Nebraska Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, comparing them to principles of government and law developed by leading European political thinkers. (SS/H 12.4.3) Students will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, such as basic freedoms, due process, equal protection of the law, and government powers, analyzing the historical trends and contemporary patterns of United States Supreme Court decisions. (SS/H 12.4.5) Students will identify and explain the fundamental concepts of democracy, focusing on the equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law. (SS/H 12.4.6) Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies. (SS/H 12.4.7) Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy. (SS/H 12.4.9) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will identify and distinguish among the units of local governments in Nebraska, such as counties, cities, towns, and regional authorities by analyzing a local public issue. (SS/H 12.4.10) Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska. (SS/H 12.4.14)
8.16.0 ENTREPRENEURSHIP Students will understand entrepreneurship and describe its role in the private enterprise system. They will demonstrate competency by identifying product or service businesses that will meet consumer demands. Instructional content leading to mastery of the performance standard should include but is not limited to: 8.16.1 Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, and franchises 8.16.2 Entrepreneurial Potential—explore entrepreneurship as a career opportunity 8.16.3 Leadership—describe characteristics required for successful business ownership 8.16.4 Profit—discuss the importance of profit for successful business ownership	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 8.1.1) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 8.2.5) Students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge. (R/W 8.3.1) Students will apply listening skills in a variety of settings. (R/W 8.4.1) Students will develop an understanding of systems, order, and organization. (S 8.1.1) Students will explain the structure and operation of the United States economy. (SS/H 8.3.5)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.16.0 ENTREPRENEURSHIP Students will understand how to organize and operate a business. They will demonstrate competency by applying entrepreneurial concepts in domestic and international systems. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.16.1 Business Environment—explore external events and forces which affect business 12.16.2 Business Operations—participate in activities by applying functional areas of business (Economics, Marketing, Management, Accounting, Finance, Management Information Systems and Production) as they relate to internal operations of a new or existing business 12.16.3 Business Ownership—differentiate among the types of ownership including proprietorships, partnerships, corporations, cooperatives, franchises, and limited liability companies 12.16.4 Business Plan—develop a business plan for organizing and operating a business 12.16.5 Community and Financial Resources—research and identify public and private sources of assistance 12.16.6 Innovation—generate ideas for new or improved products or services 12.16.7 Leadership—demonstrate leadership skills by working with others	Students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers. (M 12.2.1) Students will justify the reasonableness of solutions. (M 12.2.2) Students will perform estimations and computations mentally, with paper and pencil, and with technology. (M 12.2.3) Students will apply deductive reasoning to arrive at valid conclusions. (M 12.4.7) Students will apply sampling techniques to gather data, organize, display, and interpret data to solve complex problems. (M 12.5.1) Students will apply and solve problems using patterns, algebraic expressions, functions, and regression analysis. (M 12.6.4) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding of systems, order, and organization. (S 12.1.1) Students will analyze and explain the effects of the Industrial Revolution. (SS/H 12.1.9) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. (SS/H 12.2.12) Students will summarize causes and effects of the Industrial Revolution. (SS/H 12.3.8) Students will analyze the United States market economy. (SS/H 12.4.17) Students will evaluate the role of entrepreneurship in a market economy. (SS/H 12.4.26)
12.17.0 INTERNATIONAL BUSINESS Students will understand international and domestic business concepts from a multicultural, global perspective. They will demonstrate competency by describing how trade practices and cultural awareness are combined to conduct business in a global society. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.17.1 Collaborative Applications—relate international issues to personal experiences, research, or current events 12.17.2 Customs and Beliefs—recognize social, religious, and political similarities and differences 12.17.3 Employment Opportunities—identify foreign and domestic career opportunities available in the field of international business *(Continued)*	Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
12.17.4	Global Networking—identify and utilize resources at the local, state, and national levels to conduct international business	Students will apply listening skills for a variety of purposes. (R/W 12.4.1)
12.17.5	Protocol—demonstrate behavior inherent to conducting international business	Students will develop an understanding of the role of science and technology in local, national, and global challenges. (S 12.7.6)
12.17.6	Trade Agreements and Regions—examine the impact and importance of current trade agreements and trade regions, such as Pacific Rim and European Common Market	Students will develop an understanding of science as a human endeavor. (S 12.8.1) Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems. (SS/H 12.2.4) Students will compare and contrast the distribution, growth rates, and characteristics of human population, such as settlement patterns and the location of natural and capital resources. (SS/H 12.2.5) Students will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors. (SS/H 12.2.6) Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. (SS/H 12.2.12) Students will distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life. (SS/H 12.2.13) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will analyze the forces of conflict and cooperation. (SS/H 12.2.14) Students will analyze the role of government in the United States economy. (SS/H 12.4.18) Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates. (SS/H 12.4.23)
12.18.0 MANAGEMENT Students will understand the principles of managing a business. They will demonstrate competency by describing and applying management functions, principles, and processes that contribute to the achievement of organizational goals. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.18.1 Basic Management Functions—practice the five management functions: planning, organizing, directing, staffing, and controlling 12.18.2 Change Theory—analyze how economic, technological, and social changes affect employer and employee responsibilities 12.18.3 Employment Opportunities—identify career opportunities available in the field of management 12.18.4 Human Resources Development and Management—research methods that an organization can use to manage a pluralistic workforce *(Continued)*	Students will apply deductive reasoning to arrive at valid conclusions. (M 12.4.7) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS		LINK TO L.E.A.R.N.S.
12.18.5	Managerial Characteristics—demonstrate management skills including compromise, team building, consensus building, time management, and flexibility	Students will apply listening skills for a variety of purposes. (R/W 12.4.1)
12.18.6	Managerial Ethics—discuss managerial situations presenting ethical dilemmas	Students will develop an understanding of systems, order, and organization. (S 12.1.1)
12.18.7	Management Information Systems—analyze the impact of management information systems and use technological applications	Students will develop an understanding of change over a period of time. (S 12.1.5)
12.18.8	Management Styles—compare management styles and how they affect productivity	Students will develop an understanding of the nature of scientific knowledge. (S 12.8.2)
12.18.9	Operations and Compliance—explore operating policies and procedures that address government regulations	Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications. (SS/H 12.2.12) Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy. (SS/H 12.4.9) Students will analyze the United States market economy. (SS/H 12.4.17)

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
12.19.0 MARKETING Students will develop an understanding and appreciation of the marketing concept and its application in the business world. They will demonstrate competency by applying marketing knowledge to a variety of business situations. Instructional content leading to mastery of the performance standard should include but is not limited to: 12.19.1 Employment Opportunities—discuss the importance of marketing careers in a free enterprise economy and identify opportunities in the field of marketing 12.19.2 Marketing Information Management—describe the nature and scope of marketing information management, emphasizing the importance of market research 12.19.3 Marketing Mix—apply the basic elements of the marketing mix (product/service planning, place, price, and promotion) to business situations 12.19.4 Profit Motive—describe the importance of physical distribution, inventory control, financial controls and risk management in making money in a business environment 12.19.5 Promotional Strategies—discuss the role and importance of advertising, publicity, sales promotion, and personal selling in a business environment 12.19.6 Purchasing—describe the primary purposes of purchasing and their relationship to the marketing mix and profitability	Students will apply sampling techniques to gather data, organize, display, and interpret data to solve complex problems. (M 12.5.1) Students will apply and solve problems involving systems of equations, and systems of inequalities and matrices. (M 12.6.3) Students will identify the basic facts and essential ideas in what they have read or viewed. (R/W 12.1.1) Students will locate, access, and evaluate resources to identify appropriate information. (R/W 12.1.2) Students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding. (R/W 12.1.6) Students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling. (R/W 12.2.1) Students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions. (R/W 12.2.3) Students will use a variety of forms to write for different audiences and purposes. (R/W 12.2.4) Students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning. (R/W 12.2.5) *(Continued)*

BUSINESS EDUCATION ESSENTIAL LEARNINGS	LINK TO L.E.A.R.N.S.
	Students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge. (R/W 12.3.1) Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed. (R/W 12.3.2) Students will apply listening skills for a variety of purposes. (R/W 12.4.1) Students will develop an understanding of evidence, models, and explanation. (S 12.1.2) Students will develop an understanding of technological design. (S 12.6.1) Students will analyze the United States market economy. (SS/H 12.4.17) Students will analyze the role of government in the United States economy. (SS/H 12.4.18) Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, how to produce, and for whom to produce. (SS/H 12.4.21) Students will explain the interrelationship of producers, consumers, and government in the American economic system. (SS/H 12.4.24)

NEBRASKA MATHEMATICS STANDARDS
Grade 8 Standards

Adopted by the State Board of Education
February 6, 1998
Adopted by the State Board of Education as a Hearing Draft
June 12, 1998

EIGHTH GRADE

8.1 NUMERATION/NUMBER SENSE

8.1.1 By the end of eighth grade, students will recognize and utilize real numbers such as whole numbers, integers, and rational numbers.

8.1.2 By the end of eighth grade, students will apply relationships between fractions, decimals, and percents in a variety of situations.

Student demonstrations:
- Find the equivalencies between fractions, decimals, and percents.
- Solve problems with appropriate equivalencies.

8.1.3 By the end of eighth grade, students will represent and use numbers in a variety of different forms.

Student demonstrations:
- Write numbers in expanded form using exponential notation.
- Express small and large numbers using scientific notation.

8.1.4 By the end of eighth grade, students will apply appropriate use of number theory such as prime and composite, factors and multiples, divisibility, powers, properties, and identities.

8.2 COMPUTATION/ESTIMATION

8.2.1 By the end of eighth grade, students will add, subtract, multiply, and divide decimals and proper, improper, and mixed fractions with uncommon and common denominators both with and without the use of technology.

8.2.2 By the end of eighth grade, students will identify the appropriate operation and do the correct calculations to solve word problems.

8.2.3 By the end of eighth grade, students will solve problems involving whole numbers, integers, and rational numbers (fractions, decimals, ratios, proportions, and percents) both with and without the use of technology. Problems will be of varying complexities and can involve real-life data.

Student demonstrations:
- Use proportions to solve scale-model problems with fractions and decimals.

8.2.4 By the end of eighth grade, students will apply the order of operations to solve problems both with and without the use of technology.

Student demonstrations:
- Evaluate all types of numerical expressions, including grouping symbols and exponents.

8.2.5 By the end of eighth grade, students will apply strategies of estimation to a variety of problems both with and without the use of technology.

Student demonstrations:
- Properly round to an appropriate place value if context permits.
- Perform estimation prior to calculation.
- Without a calculator, estimate square roots of whole numbers of zero to one hundred to the nearest whole number.
- Use compatible numbers to perform mental math.

8.3 MEASUREMENT

8.3.1 By the end of eighth grade, students will select appropriate tools and properly measure quantities for temperature, time, money, length and width, area and perimeter, volume and capacity, weight and mass in both standard and metric units at the level of precision required.

8.3.2 By the end of eighth grade, students will convert units within measurement systems using proper conversion factors (standard and metric).

Student demonstrations:
- Convert between various units of area and various units of volume, such as square foot to square yards and cubic decimeters to liters, etc.
- Check solutions to problems using unit analysis such as feet/second to miles/hour.

8.4 GEOMETRY/SPATIAL CONCEPTS

8.4.1 By the end of eighth grade, students will identify, describe, compare, and classify geometric figures such as plane figures like polygons and circles; solid figures like prisms, pyramids, cones, spheres, and cylinders; and lines, line segments, rays, angles, parallel and perpendicular lines.

8.4.2 By the end of eighth grade, students will understand and apply geometric properties and relationships of congruence, similarity, symmetry, and Pythagorean theorem.

8.4.3 By the end of eighth grade, students will understand and apply the formulas to solve problems involving perimeter and area of a square, rectangle, parallelogram, trapezoid and triangle and area and circumference of circles.

8.4.4 By the end of eighth grade, students will solve problems using the formulas for volume and surface area of rectangular prisms, cylinders, and cones.

8.4.5 By the end of eighth grade, students will apply transformations to geometric figures such as translations or slides, rotations or turns, reflections or flips, and scale or dilate.

8.4.6 By the end of eighth grade, students will use geometric representations to solve problems and describe the physical world.

8.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

8.5.1 By the end of eighth grade, students will collect, analyze, interpret, and display data.

Student demonstrations:
- Determine and calculate the appropriate measure of central tendency to describe the data set.
- Use appropriate representations of data such as graphs, tables, and charts.

8.5.2 By the end of eighth grade, students will read and interpret tables, charts, and graphs to make comparisons, predictions, and inferences.

8.5.3 By the end of eighth grade, students will conduct experiments or simulations to demonstrate an understanding of theoretical probability and relative frequency.

8.5.4 By the end of eighth grade, students will recognize appropriate use of statistical methods and appropriate use of probability as a means for decision making.

Student demonstrations:
- Recognize and use appropriate sampling techniques.
- Recognize and use appropriate charts and graphs.
- Recognize and use measures of central tendency appropriately.

8.6 ALGEBRAIC CONCEPTS

8.6.1 By the end of eighth grade, students will demonstrate knowledge and use of the one- and two-dimensional coordinate systems.

Student demonstrations:
- Order numbers on a number line.
- Graph ordered pairs on a coordinate plane.
- Generate a table of ordered pairs to graph an equation in two variables.

8.6.2 By the end of eighth grade, students will apply algebraic concepts and algebraic operations to solving problems.

Student demonstrations:
- Solve multi-step equations with one variable.
- Use order of operations to evaluate algebraic expressions for given replacement values of the variables.
- Recognize and apply commutative, associative, distributive, inverse, and identity properties, and the properties of zero.

8.6.3 By the end of eighth grade, students will describe and represent relations, using tables, graphs, and rules.

Student demonstrations:
- Use variables to recognize and describe patterns.

NEBRASKA MATHEMATICS STANDARDS
Grade 12 Standards

Adopted by the State Board of Education
February 6, 1998
Adopted by the State Board of Education as a Hearing Draft
June 12, 1998

TWELTH GRADE

12.1 NUMERATION/NUMBER SENSE

12.1.1 By the end of twelfth grade, students will describe and compare the relationships among all subsets of real numbers.

12.1.2 By the end of twelfth grade, students will express the equivalent forms of numbers using exponents, radicals, scientific notation, absolute values, fractions, decimals, and percents.

12.2 COMPUTATION/ESTIMATION

12.2.1 By the end of twelfth grade, students will solve theoretical and applied problems using numbers in equivalent forms, radicals, exponents, scientific notation, absolute values, fractions, decimals, and percents, ratios and proportions, order of operations, and properties of real numbers.

12.2.2 By the end of twelfth grade, students will justify the reasonableness of solutions.

Student demonstrations:
- Using significant digits, determine the accuracy of a solution.

12.2.3 By the end of twelfth grade, students will perform estimations and computations mentally, with paper and pencil, and with technology.

12.3 MEASUREMENT

12.3.1 By the end of twelfth grade, students will select and use appropriate measuring units, tools, and/or technology to achieve a specified degree of accuracy and precision.

12.3.2 By the end of twelfth grade, students will convert between metric and standard units of measurement.

12.4 GEOMETRY/SPATIAL CONCEPT

12.4.1 By the end of twelfth grade, students will calculate perimeter, area, and volume for two- and three-dimensional shapes.

12.4.2 By the end of twelfth grade, students will utilize geometric relationships and terms to describe the physical world.

12.4.3 By the end of twelfth grade, students will analyze relationships among geometric forms.

Student demonstrations:
- Classify and compare attributes of two- and three-dimensional figures.
- Classify figures in terms of congruence and similarity and apply these relationships.
- Determine the effects of changing dimensions on perimeter, area, and volume.
- Investigate and deduce geometric properties using transformations such as translations, rotations, and reflections.

12.4.4 By the end of twelfth grade, students will apply coordinate geometry to locate objects and to describe objects algebraically.

12.4.5 By the end of twelfth grade, students will apply right triangle trigonometry to solve problems.

12.4.6 By the end of twelfth grade, students will understand and apply geometric properties to solve problems.

12.4.7 By the end of twelfth grade, students will apply deductive reasoning to arrive at valid conclusions.

12.5 DATA ANALYSIS, PROBABILITY, AND STATISTICAL CONCEPTS

12.5.1 By the end of twelfth grade, students will apply sampling techniques to gather data, organize, display, and interpret data to solve complex problems.

12.5.2 By the end of twelfth grade, students will make inferences and predictions and write equations based on the analysis of sets of data.

12.5.3 By the end of twelfth grade, students will interpret theoretical probability to represent problems, solve problems, and make informal decisions.

12.5.4 By the end of twelfth grade, students will analyze the effects of data transformation on measures of central tendency and variability such as linear and non-linear relationships.

12.5.5 By the end of twelfth grade, students will formulate conclusions based on the interpretation of data represented by the normal distribution.

12.5.6 By the end of twelfth grade, students will calculate probabilities of independent events and counting problems.

12.6 ALGEBRAIC CONCEPTS

12.6.1 By the end of twelfth grade, students will interpret algebraic equations and inequalities graphically and describe geometric relationships algebraically.

12.6.2 By the end of twelfth grade, students will apply and solve problems involving equations and inequalities.

Student demonstrations:
- Use appropriate methods to solve quadratic equations.

12.6.3 By the end of twelfth grade, students will apply and solve problems involving systems of equations, and systems of inequalities and matrices.

12.6.4 By the end of twelfth grade, students will apply and solve problems using patterns, algebraic expressions, functions, and regression analysis.

Student demonstrations:
- Apply direct and indirect variations.
- Recognize the properties of families of functions.
- Recognize patterns of exponential growth and decay and their significance to real-life situations.
- Represent a problem in multiple formats such as with words, tables, graphs, and symbols.

NEBRASKA READING/WRITING STANDARDS
Eighth Grade Standards
With Suggested Classroom Practices and Suggested Parent Activities

Adopted by the State Board of Education
February 6, 1998
Adopted by the State Board of Education as a Hearing Draft
June 12, 1998

EIGHTH GRADE

8.1 READING

8.1.1 By the end of the eighth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Student demonstrations:
- Monitor their understanding as they read.
- Draw on strategies such as recalling text (genre) characteristics, generating essential questions, and clarifying ideas by rereading and discussing.
- Identify main ideas and supporting details in eighth-grade level text.
- Follow instructions written at an eighth-grade level.
- Interpret information from diagrams, charts, and graphs.
- Evaluate information for relevance and accuracy, based on prior knowledge and classroom discussion.
- Read materials of varying difficulty to find answers to specific questions.
- Demonstrate comprehension through written and oral responses.

8.1.2 By the end of the eighth grade, students will locate, access, and evaluate resources to identify appropriate information.

Student demonstrations:
- Use reference materials such as encyclopedia, thesaurus, periodicals, almanacs, and indexes.
- Use electronic resources such as CD-ROM and online resources.
- Use software programs, such as word processing and multimedia presentation tools, to synthesize and present information.
- Use other library resources, such as a card or electronic catalog, to locate and select books and other materials to meet personal interests and learning needs.
- Identify and gather resources that provide relevant and reliable information for research projects.

8.1.3 By the end of the eighth grade, students will identify characteristics of different types of text.

Student demonstrations:
- Students will independently read literature written in English, including fiction, poetry, drama, and literary nonfiction prose.
- Identify and analyze characteristics of four major types of literature: fiction, nonfiction, poetry, and drama.
- Explain how an author uses literary form to accomplish a purpose.

8.1.4 By the end of the eighth grade, students will identify the structure and elements of fiction and provide evidence from the text to support their understanding.

Student demonstrations:
- Locate and analyze elements of plot and characterization.
- Describe how qualities of central characters determine resolution of the conflict.
- Identify implied or directly stated themes in literature.
- Analyze and evaluate similar themes across a variety of selections, distinguishing theme from topic.

8.1.5 By the end of the eighth grade, students will identify and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Student demonstrations:
- Identify common expository organizational structures and graphic features to comprehend information in all academic disciplines.
- Generate visual organizers to support comprehension of informational text.

8.1.6 By the end of the eighth grade, students will identify similar ideas across a variety of narratives and stories.

Student demonstrations:
- Read and compare narratives and stories across geographic regions, cultures, and time periods.
- Read stories and biographies of historical figures important in the United States and Nebraska.

8.1.7 By the end of the eighth grade, students will interpret the meaning of literary works, nonfiction, films, and media by using different analytic techniques.

Student demonstrations:
- Analyze how a short story, poem, film, or essay can be shown to reflect the author's personal history, attitudes, and beliefs.
- Analyze how a work can be shown to reflect the period, ideas, customs, and outlooks of a people living in a particular time in history.
- Evaluate information for relevance and accuracy.
- Analyze how readers' prior knowledge and experience can influence each reader's perception of a particular text.

8.2 WRITING

8.2.1 By the end of the eighth grade, students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

Student demonstrations:
- Identify and use appropriately parts of speech, types of sentences, mechanics, usage, sentence structure and standard English spelling.
- Use correct capitalization, paragraph indentation, usage, sentence structure, and standard English spelling.

8.2.2 By the end of the eighth grade, students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.

Student demonstrations:
- Write compositions with a clear focus and supporting ideas.
- Explain strategies used to generate and organize ideas.

8.2.3 By the end of the eighth grade, students will demonstrate improvement in organization, content, word choice, voice, sentence fluency, and standard English conventions after revising and editing their compositions.

Student demonstrations:
- Revise their writing to improve organization and word choice after checking the logic underlying the order of their ideas and the precision of their vocabulary.
- Use knowledge of types of sentences, mechanics, usage, sentence structure, and standard English spelling to edit their writing.
- Use group-generated criteria for evaluating different forms of writing, and explain why these are important before applying them.
- Form and explain their own standards or judgments of quality.
- Write legibly.

8.2.4 By the end of the eighth grade, students will use a variety of forms to write for different audiences and purposes.

Student demonstrations:
- Develop narrative, literary, expository, and technical writings for specific audiences.
- Write to describe, explain, persuade, and inform.

8.2.5 By the end of the eighth grade, students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Student demonstrations:
- Generate questions, take notes, and summarize information gleaned from reference works and experts.
- Use and document references appropriately.

8.3 SPEAKING

8.3.1 By the end of the eighth grade, students will pose questions and contribute their own information or ideas in class discussions in order to acquire new knowledge.

Student demonstrations:
- Use discussion skills to assume leadership and participant roles to complete assigned projects.

8.3.2 By the end of the eighth grade, students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

Student demonstrations:
- Present similar content for various audiences (peers, parents, younger students), showing appropriate changes in delivery (gestures, vocabulary, pace, visual aids).
- Apply understanding of agreed-upon rules and individual roles in a variety of discussion formats, such as lectures, discussions, conversations, team projects, presentations, and interviews.

8.4 LISTENING

8.4.1 Apply listening skills in a variety of settings.

Student demonstrations:
- Apply listening skills in practical settings.
- Adapt and apply listening strategies to the setting.

SOURCES:

Massachusetts Department of Education (1997). English Language Arts Curriculum Framework. Malden, MA.

Virginia Department of Education (1996). English Standards of Learning for Virginia Public Schools. Richmond, VA.

NEBRASKA READING/WRITING STANDARDS
Twelfth Grade Standards
With Suggested Classroom Practices and Suggested Parent Activities

Adopted by the State Board of Education
February 6, 1998
Adopted by the State Board of Education as a Hearing Draft
June 12, 1998

TWELFTH GRADE

12.1 READING

12.1.1 By the end of the twelfth grade, students will identify the basic facts and essential ideas in what they have read or viewed.

Student demonstrations:
- Use and explain a variety of strategies as they comprehend text.
- Identify main ideas and supporting details in twelfth-grade level text.
- Follow instructions written at a twelfth-grade level.
- Read materials of varying difficulty to find answers to specific questions.
- Interpret information from graphs, charts, and diagrams, such as maps, blueprints, or schematics.
- Demonstrate comprehension through written and oral responses.

12.1.2 By the end of the twelfth grade, students will locate, access, and evaluate resources to identify appropriate information.

Student demonstrations:
- Extend the use of electronic and print reference resources to meet information needs, including the use of such resources as gazetteers, atlases, specialized indexes, bibliographies, periodicals, handbooks, manuals, government documents, books of quotations, and college and career resources.
- Use electronic resources such as CD-ROM and online resources.
- Use software programs, such as word processing and multimedia presentation tools, to synthesize and present information.
- Use other library resources to select reading materials and resources of interest.
- Identify and gather resources that provide relevant and reliable information for research projects.

12.1.3 By the end of the twelfth grade, students will identify, analyze, and apply knowledge of characteristics of different types of text.

Student demonstrations:
- Students will independently read literature written in English, including fiction, poetry, drama, and literary nonfiction prose.
- Compare and contrast the presentation of a similar theme or topic across types of literature to explain how the type of literature shapes the message.
- Identify and analyze characteristics of literature such as satire, parody, and allegory, that overlap or cut across the lines of basic genre classifications such as poetry, prose, drama, novel, short story, essay, or editorial.

12.1.4 By the end of the twelfth grade, students will identify, analyze, and apply theme in literature and provide evidence from the text to support their understanding.

Student demonstrations:

- Apply knowledge of the concept that theme or meaning of a selection may involve several ideas.
- Analyze and compare works that express a universal theme, providing evidence to support ideas.
- Apply knowledge of the concept that text can represent a view of life or a comment on life, and locate evidence in the text to support understanding of a theme.

12.1.5 By the end of the twelfth grade, students will identify, analyze, and apply knowledge of the structure and elements of fiction and provide evidence from the text to support their understanding.

Student demonstrations:

- Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.
- Analyze, evaluate, and apply knowledge of how authors use such elements of fiction as point of view, characterization, and irony for specific rhetorical and aesthetic purposes.

12.1.6 By the end of the twelfth grade, students will read, identify, analyze, and apply knowledge of the structure, elements, and meaning of nonfiction or informational material and provide evidence from the text to support their understanding.

Student demonstrations:

- Analyze and describe the structure and elements of biographical and other nonfictional works.
- Analyze, explain, and evaluate how authors use the elements of nonfiction to achieve their purposes.
- Determine the accuracy, recency, and reliability of materials from different sources.
- Analyze and apply technical data and procedures found in service manuals, repair manuals and operators' manuals.

12.1.7 By the end of the twelfth grade, students will read literature written in English, including fiction, poetry, drama, and literary nonfiction prose.

Student demonstrations:

- Read and respond to selected works of British literature, written by both men and women.
- Read and respond to selected works written by authors (both men and women) of their own and other cultures.
- Analyze and evaluate the works of Nebraska authors.

12.1.8 By the end of the twelfth grade, students will interpret the meaning of literary works, nonfiction, films, and media by using different analytic techniques.

Student demonstrations:

- Analyze the aesthetic qualities of works of poetry, drama, fiction, or film.
- Present specific evidence from the text to support interpretations.
- Analyze philosophical arguments presented in novels, films, plays, essays, or poems.
- Analyze an author's political ideology as portrayed in a selected work.
- Analyze archetypal patterns found in works of literature or nonfiction.
- Analyze the impact of readers' experiences on their interpretations of text.

12.2 WRITING

12.2.1 By the end of the twelfth grade, students will identify, describe, and apply knowledge of the structure of the English language and standard English conventions for sentence structure, usage, punctuation, capitalization, and spelling.

Student demonstrations:
- Apply all conventions of standard English to writing.

12.2.2 By the end of the twelfth grade, students will write compositions with a clear focus, logically related ideas, and adequate supporting detail.

Student demonstrations:
- Write compositions with a clear focus, adequate detail, and well-developed paragraphs.
- Evaluate the effectiveness of the strategies used to generate and organize ideas.

12.2.3 By the end of the twelfth grade, students will demonstrate improvement in organization, content, word choice, voice, sentence fluency and standard English conventions after revising and editing their compositions.

Student demonstrations:
- Revise their writing to improve voice, word choice, sentence fluency, and subtlety of meaning after rethinking how well they have addressed questions of purpose, audience, and genre.
- Use all conventions of standard English in their writing across the curriculum.
- Individually develop, explain, and use criteria for assessing their own composition work across the curriculum.
- Revise writing for various publications, such as school newspapers and community publications.

12.2.4 By the end of twelfth grade, students will use a variety of forms to write for different audiences and purposes.

Student demonstrations:
- Develop narrative, persuasive, descriptive, technical, and expository compositions for identified audiences.
- Revise writing based on feedback from multiple audiences, such as teachers, peers, family, and business and community members.
- Use and cite appropriate sources in their writing for research purposes.
- Discuss issues and examples of proper citation.
- Demonstrate knowledge of copyright and fair use standards.

12.2.5 By the end of twelfth grade, students will use self-generated questions, note-taking, summarizing, and outlining to enhance learning.

Student demonstrations:
- Use their own questions, summaries, notes, and outlines to learn in all content areas.
- Use their own summaries, notes, and outlines in writing research papers.

12.3 SPEAKING

12.3.1 By the end of the twelfth grade, students will pose questions and contribute their own information or ideas in group discussions in order to acquire new knowledge.

Student demonstrations:

- Use speaking skills to participate in and lead group discussions.
- Use speaking skills to assume leadership and participant roles to complete projects.

12.3.2 By the end of the twelfth grade, students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and information to be conveyed.

Student demonstrations:

- Deliver formal oral presentations using clear enunciation, gestures, tone, vocabulary, and organization appropriate for a particular audience.
- Use multimedia to deliver formal presentations.
- Prepare and deliver oral presentations based on inquiry or research, citing sources used.
- Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve the productivity of group discussions.
- Use verbal and nonverbal strategies to maintain communication.

12.4 LISTENING

12.4.1 By the end of twelfth grade, students will apply listening skills for a variety of purposes.

Student demonstrations:

- Apply listening skills to learn new information from speakers and visual media.
- Apply listening skills to carry out orders or procedures in a variety of settings.
- Apply listening skills to evaluate messages.

SOURCES:

Massachusetts Department of Education (1997). English Language Arts Curriculum Framework. Malden, MA.

Virginia Department of Education (1996). English Standards of Learning for Virginia Public Schools. Richmond, VA.

NEBRASKA SCIENCE STANDARDS
Grades 5-8

Adopted by the State Board of Education
May 8, 1998

8. SCIENCE

8.1 Unifying Concepts and Processes

Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.

8.1.1 By the end of eighth grade, students will develop an understanding of systems, order, and organization.

Student demonstrations:

Recognize and describe integral parts and functions of any system.
Analyze and predict the interactions within a system and between systems.
Create and use classification schemes.
Interpret cause and effect relationships within and between systems.

8.1.2 By the end of eighth grade, students will develop an understanding of evidence, models, and explanation.

Student demonstrations:

Collect, manipulate, and analyze data from an experiment.
Observe and develop models, such as physical, mathematical, mental, and computer simulations.
Interpret and explain products of experimentation.
Review investigative procedures and conclusions for reasonableness.

8.1.3 By the end of eighth grade, students will develop an understanding of change, constancy, and measurement.

Student demonstrations:

Select and use appropriate measurement units.
Quantify changes in systems.
Use English and metric systems of measurements.
Investigate and describe changes in terms of scale, rate, and pattern.

8.1.4 By the end of eighth grade, students will develop an understanding of form and function.

Student demonstration:

Demonstrate how the design of an object makes it possible for that object to perform a specialized task, such as a bicycle or airplane.

8.2 Science as Inquiry

Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.

8.2.1 By the end of eighth grade, students will develop the abilities needed to do scientific inquiry.

Student demonstrations:

Identify questions and form hypotheses that can be examined through scientific investigations.
Design and conduct a scientific investigation.
Use appropriate tools and techniques to gather, analyze, and interpret data.
Develop descriptions, explanations, predictions, and models using evidence.
Think critically and logically to make the relationship between evidence and explanations.
Recognize and analyze alternative explanations and predictions.
Communicate scientific procedures and explanations.
Use mathematics in all aspects of scientific inquiry.

8.3 Physical Science

Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

8.3.1 By the end of eighth grade, students will develop an understanding of properties and changes of properties in matter.

Student demonstrations:

Investigate and demonstrate that characteristic properties, such as density, boiling point, and solubility of substances, are not dependent on the quantity of the substance.
Observe, describe, and measure physical and chemical properties of matter.
Relate that all matter is composed of elements which may combine in a variety of ways to form compounds.
Investigate and relate that in chemical reactions, total mass is conserved.

8.3.2 By the end of eighth grade, students will develop an understanding of motion and forces.

Student demonstrations:

Investigate, describe, and represent the motion of an object by its position, direction of motion, and speed.
Investigate and demonstrate that the speed and/or direction of an object changes when a force is applied to that object.

8.3.3 By the end of eighth grade, students will develop an understanding of the transfer of energy.

Student demonstrations:

Investigate, explain, and give examples of the forms of energy, such as heat, light, chemical, sound, electrical, and how energy is transferred.
Investigate and describe energy transfer using simple machines.
Investigate and describe how heat is transferred from a warmer object to a cooler object until both reach the same temperature.
Investigate and describe the properties of sound.
Investigate and describe the basic principles of electricity and magnetism.

8.4 Life Science

Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

8.4.1 By the end of eighth grade, students will develop an understanding of the structure and function in living systems.

Student demonstrations:

Investigate and describe the levels of organizations: cells, tissues, organs, organ systems, whole organisms, and ecosystems.
Investigate and describe how all living things are composed of cells.
Investigate and describe how cells sustain life through functions, such as growth and nutrition.
Investigate and describe the specialized function performed by specialized cells, such as muscular and skeletal, in multi cellular organisms.
Investigate and describe the internal human body systems.
Investigate and explain how disease affects the structure and/or function of an organism.

8.4.2 By the end of eighth grade, students will develop an understanding of reproduction and heredity.

Student demonstrations:

Investigate and describe how all organisms reproduce through sexual or asexual reproduction.
Investigate and relate that females produce eggs and males produce sperm in many species.
Investigate and state that chromosomes contain genes which influence heredity.
Investigate and describe the effects of inherited traits on an organism's characteristics.

8.4.3 By the end of eighth grade, students will develop an understanding of regulation and behavior.

Student demonstrations:

Investigate and explain how all organisms obtain and use resources, grow, reproduce, and maintain stable internal conditions while living in a constantly changing external environment.
Investigate and relate how an organism senses change in its internal or external environment and attempts to respond to keep conditions within a required range.
Investigate and explain how behavior is a response to internal and external stimuli.
Investigate and explain how an organism's behavior evolves through environmental adaptation.

8.4.4 By the end of eighth grade, students will develop an understanding of populations and ecosystems.

Student demonstrations:

Investigate and describe that a population consists of all individuals of a species at a given place and time.
Investigate and describe the living and nonliving factors, such as air, water, and light that determine the number of organisms an ecosystem can support.
Describe an organism by the function it serves in an ecosystem, such as producer, consumer, and decomposer.
Investigate and explain how energy entering ecosystems as sunlight is transferred by producers into chemical energy through photosynthesis, and that energy then passes from organism to organism in food webs.

8.4.5 By the end of eighth grade, students will develop an understanding of diversity and adaptations of organisms.

Student demonstrations:

Analyze internal structures, similarity of chemical processes, and evidence of common ancestry to explain the unity among organisms.
Investigate and explain how organisms adapt to living and nonliving factors in a biome.
Investigate and explain how environmental changes created by nature and by humans may cause species extinction.

8.5 Earth and Space Science
Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

8.5.1 By the end of eighth grade, students will develop an understanding of the structure of the earth.

Student demonstrations:

Investigate and diagram the crust, mantle, and core of the earth.
Investigate and describe how a combination of constructive and destructive weathering and erosion forces create land forms.
Investigate and describe the composition of soils.
Investigate and describe the water cycle.
Investigate and describe the composition of the atmosphere at different altitudes.
Investigate and describe the major impact of topography, location, and oceans on climate.
Investigate and describe the effect of living organisms on weathering, the composition of rocks, and the atmosphere.

8.5.2 By the end of eighth grade, students will develop an understanding of the earth's history.

Student demonstrations:

Investigate and understand how earth processes that occur today, such as weather and natural catastrophes, are similar to those that occurred in the past.
Investigate and use the fossil record to provide evidence and explain how environmental conditions have changed.

8.5.3 By the end of eighth grade, students will develop an understanding of the earth in the solar system.

Student demonstrations:

Investigate and list the components of the solar system, galaxies, and universe.
Investigate and describe the motion of solar system objects in terms of the concepts of day, year, seasons, eclipses, and phases of the moon.
Investigate and describe gravity's relationship to the solar system.
Investigate and understand that the sun is a major source of energy for phenomena in the atmosphere and on the earth's surface.
Investigate and describe the effect of the tilt of the earth's axis on seasons.

8.6 Science and Technology
An understanding of science and technology establishes connections between the natural and designed world, linking science and technology.

8.6.1 By the end of eighth grade, students will develop an understanding of technological design.

Student demonstrations:

Identify appropriate problems for technological design.
Design a solution or product.
Implement a proposed design.
Evaluate completed technological designs or products.
Communicate the process of technological design.

8.6.2 By the end of eighth grade, students will develop an understanding of science and technology.

Student demonstrations:

Distinguish between scientific inquiry (asking questions about the natural world) and technological design (using science to solve practical problems).
Describe how science and technology are reciprocal.
List the avoidable and unavoidable limits of a technological design.
Recognize that solutions have intended and unintended consequences.

8.7 Science in Personal and Social Perspectives

A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.

8.7.1 By the end of eighth grade, students will develop an understanding of personal health.

Student demonstrations:

Research and identify substances harmful to human beings in the natural environment, such as radon, lead, and nitrates.
Investigate and explain how personal choices can directly affect a person's health, such as exercise, nutrition, and use of drugs.

8.7.2 By the end of eighth grade, students will develop an understanding of populations, resources, and environments.

Student demonstrations:

Investigate and describe how population levels affect resources and the environment.
Investigate and understand that the causes of environmental degradation and resource depletion vary locally and globally.

8.7.3 By the end of eighth grade, students will develop an understanding of natural hazards.

Student demonstrations:

Investigate and describe the effect of natural hazards on the environment, such as earthquakes, landslides, wildfires, floods, and storms.
Investigate and describe human activities, such as urban growth, land use, and waste disposal, which can accelerate many natural changes.

8.7.4 By the end of eighth grade, students will develop an understanding of risks and benefits.

Student demonstrations:

Analyze a type of hazard, such as natural, chemical, or biological, estimating the number of people that might be exposed and the number likely to suffer consequences.

Describe how perceptions of risks and benefits influence personal and social decisions, such as seat belt usage and waste disposal procedures.

8.7.5 By the end of eighth grade, students will develop an understanding of science and technology in society.

Student demonstrations:

Understand the effect of science on society is neither entirely beneficial nor entirely detrimental.

Understand that societal challenges often inspire questions for scientific research, but that science cannot answer all questions and technology cannot solve all human problems or meet all human needs.

State an example of when societal priorities influenced research priorities.

Practice the ethical codes followed by scientists, such as informing research subjects about risks and benefits, humane treatment of animals, and truth in reporting.

8.8 History and Nature of Science

An understanding of the history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures.

8.8.1 By the end of eighth grade, students will develop an understanding of science as a human endeavor.

Student demonstrations:

Investigate and understand that women and men of various social and ethnic backgrounds, working alone or in teams, engage in the activities of science, engineering, and related fields.

Investigate and understand that scientists have different abilities, basic human qualities, and scientific habits of mind.

8.8.2 By the end of eighth grade, students will develop an understanding of the nature of science.

Student demonstrations:

Formulate and test a hypothesis using observations, experiments, and theoretical and mathematical models.

Use questioning, response to criticism, and open communication when defending a conclusion.

Evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.

Distinguish between scientific fact and scientific theory.

8.8.3 By the end of eighth grade, students will develop an understanding of the history of science.

Student demonstration:

Research and report on the difficulties experienced by a scientific innovator who had to overcome flawed, commonly held beliefs of his/her time to reach conclusions that we now take for granted.

NEBRASKA SCIENCE STANDARDS
Grades 9-12

Adopted by the State Board of Education
May 8, 1998

12. SCIENCE

12.1 Unifying Concepts and Processes

Unifying concepts and processes help students think about and integrate a range of basic ideas which builds an understanding of the natural world.

12.1.1 By the end of twelfth grade, students will develop an understanding of systems, order, and organization.

Student demonstrations:

Predict and evaluate how change within a system affects that system.
Use system analysis to understand how things work and to design solutions to problems.

12.1.2 By the end of twelfth grade, students will develop an understanding of evidence, models, and explanation.

Student demonstrations:

Create a physical, mental, or mathematical model to show how objects and processes are connected.
Test the usefulness of a model by comparing its predictions to actual observations.
Understand that the way data are displayed affects interpretation.
Evaluate the reasonableness of answers to problems by reviewing the process used to find answers and checking against typical values.
Understand that larger well-chosen population samples produce better estimates of population summary statistics.
Use some random process to avoid sample bias.
Understand that a believable correlation between two variables doesn't mean that either one causes the other.

12.1.3 By the end of twelfth grade, students will develop an understanding of change, constancy, and measurement.

Student demonstrations:

Use powers of ten to represent large numbers and to compare things that are greatly different.
Compare data for two groups by representing averages and ranges of values.
Understand that measurement errors may affect calculations.
Use estimates of magnitude of error to analyze disparities between estimates and calculated answers when making measurements.
Describe rate of change by comparing one measured quantity to another measured quantity.
Investigate and describe how different characteristics, properties, or relationships within a system change as their dimensions increase or decrease.
Investigate and understand that as the number of parts within a system change, the number of possible internal interactions varies with the square of the number of parts.

12.1.4 By the end of twelfth grade, students will develop an understanding of form and function.

Student demonstration:

Demonstrate the reciprocal aspect of form and function, explaining function by referring to form and explaining form by referring to function.

12.1.5 By the end of twelfth grade, students will develop an understanding of change over a period of time.

Student demonstrations:

Identify the series of changes that occur in objects, organisms, and natural and human designed systems.
Explain equilibrium in terms of changes in opposite and off-setting directions.

12.2 Science as Inquiry

Science as inquiry requires students to combine processes and scientific knowledge with scientific reasoning and critical thinking to develop their understanding of science.

12.2.1 By the end of twelfth grade, students will develop the abilities needed to do scientific inquiry.

Student demonstrations:

Identify questions and concepts that guide scientific investigations.
Design and conduct scientific investigations.
Use technology and mathematics to improve investigations and communications.
Formulate and revise scientific explanations and models using logic and evidence.
Recognize and analyze alternative explanations and models.
Communicate and defend a scientific argument.

12.3 Physical Science

Physical science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

12.3.1 By the end of twelfth grade, students will develop an understanding of the structure of the atom.

Student demonstrations:

Investigate and describe the components and properties of atoms. Investigate and explain the decay of radioactive isotopes.
Investigate and describe the effect of electrical and nuclear forces which hold atoms together.

12.3.2 By the end of twelfth grade, students will develop an understanding of the structure and properties of matter.

Student demonstrations:

Investigate and understand that an element is composed of a single type of atom.
Investigate and explain the periodic table of elements in terms of repeating patterns.
Investigate and describe how the structure of an atom determines the chemical properties of an element.
Investigate and explain how the interactions among the molecules of a compound determine physical and chemical properties.
Use differences in molecular energy to explain the differences among the states of matter.
Investigate and describe how carbon atoms bond together in chains, rings, and other structures to produce large molecules essential to life.

12.3.3 By the end of twelfth grade, students will develop an understanding of chemical reactions.

Student demonstrations:

Investigate and describe common chemical reactions.
Investigate and explain how chemical reactions release or absorb energy.
Investigate and discuss chemical reactions in terms of bond formation by electron transfers.
Investigate and describe the factors influencing the rates of chemical reactions.
Investigate and describe how the use of catalysts accelerates chemical reactions.

12.3.4 By the end of twelfth grade, students will develop an understanding of motions and forces.

Student demonstrations:

Calculate the effect of forces on the motion of objects.
Investigate and understand gravity as a universal force that each mass exerts on any other mass.
Investigate and understand electrical force as a universal force that exists between any two charged objects.
Describe an electric field and a magnetic field, and compare the interaction between them.

12.3.5 By the end of twelfth grade, students will develop an understanding of the conservation of energy and increase in disorder.

Student demonstrations:

Investigate and understand that the total energy in the universe is constant and can never be destroyed.
Investigate and distinguish among kinetic energy, potential energy, and energy contained in a field.
Investigate and describe heat in terms of conduction, convection, and radiation.
Investigate and demonstrate how systems tend to become less organized and more disorderly over time.

12.3.6 By the end of twelfth grade, students will develop an understanding of the interactions of energy and matter.

Student demonstrations:

Investigate and understand all waves have energy and transfer energy.
Investigate and demonstrate how electromagnetic waves result when a charged object accelerates.
Investigate and illustrate how wavelength and frequency of waves are inversely related.
Investigate and understand that the energy of waves can be changed into other forms of energy, just as other forms of energy can be transformed into wave energy.
Investigate and identify atoms or molecules by spectral analysis.
Investigate and describe how the composition and temperature of a material affects electron flow.

12.4 Life Science

Life science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

12.4.1 By the end of twelfth grade, students will develop an understanding of the cell.

Student demonstrations:

Investigate and describe sub cellular structures that underlie cell functions.
Investigate and describe how cell functions involve chemical reactions.
Investigate and describe how DNA regulates cell functions.
Investigate and understand that plant cells and many microorganisms use solar energy to combine molecules of carbon dioxide and water into organic compounds.
Investigate and understand that complex multi cellular organisms are formed as highly organized arrangements of differentiated cells.

12.4.2 By the end of twelfth grade, students will develop an understanding of the molecular basis of heredity.

Student demonstrations:

Investigate and understand that genetic variation occurs when genetic information is transmitted to an offspring through the union of an egg and a sperm cell which contain one representative of each chromosome pair.
Investigate and explain how some mutations make no difference to organisms, whereas others can alter cells.
Investigate and explain how only mutations in germ cells create the variations that change an organism's offspring.

12.4.3 By the end of twelfth grade, students will develop an understanding of the theory of biological evolution.

Student demonstrations:

Understand that the concept of biological evolution is a theory which explains the consequence of the interactions of: (1) the potential for a species to increase its numbers; (2) the genetic variability of offspring due to mutation and recombination of genes; (3) a finite supply of the resources of life; and (4) the ensuing selection by the environment of those offspring better able to survive and leave offspring.
Investigate and use the theory of biological evolution to explaining diversity of life.
Investigate whether natural selection provides a scientific explanation of the fossil record and the molecular similarities among the diverse species of living organisms.
Investigate and use biological classifications based on similarities.

12.4.4 By the end of twelfth grade, students will develop an understanding of the interdependence of organisms.

Student demonstrations:

Investigate and understand that atoms and molecules cycle among living and nonliving components of the biosphere.
Investigate and describe the flow of energy through ecosystems, in one direction, from producers to herbivores to carnivores and decomposers.
Investigate and cite examples of organisms cooperating and competing in ecosystems.
Investigate and understand that interactions among organisms are affected by the conflict between an organism's capacity to produce infinite populations and the finite amount of resources.
Investigate and describe how humans modify the ecosystem as a result of population growth, technology, and consumption.

12.4.5 By the end of twelfth grade, students will develop an understanding of matter, energy, and organization in living systems.

Student demonstrations:

Investigate and understand that living systems require a constant input of energy.
Investigate and explain how the energy for life is derived from the sun.
Investigate and explain how distribution and abundance of organisms in ecosystems are limited by the availability of matter and energy and the ability of the ecosystem to recycle materials.

12.4.6 By the end of twelfth grade, students will develop an understanding of the behavior of organisms.

Student demonstrations:

Investigate and describe how nervous systems function in multi cellular animals.
Investigate and describe how organisms respond to internal changes and external stimuli.
Investigate and explain how the behavioral patterns of organisms have evolved through natural selection.
Investigate and understand that behavioral biology relates to humans since it provides links to psychology, sociology, and anthropology, such as the population dynamics demonstrated by the increased aggressiveness of laboratory rats in overcrowded cages.

12.5 Earth and Space Science

Earth and space science focuses on the science facts, concepts, principles, theories, and models that are important for all students to know, understand, and use.

12.5.1 By the end of twelfth grade, students will develop an understanding of energy in the earth system.

Student demonstrations:

Investigate and distinguish between internal sources of energy, such as radioactive decay and gravitational energy, and external sources of energy, such as the sun, explaining that both create heat in earth systems.
Investigate and explain how the outward transfer of earth's internal heat drives convection in the mantle that propels the plates comprising the earth's surface.
Investigate and explain how global climate is determined by energy transfer from the sun and is influenced by dynamic processes, such as cloud formation and the earth's rotation and static conditions, such as the position of mountain ranges and oceans.

12.5.2 By the end of twelfth grade, students will develop an understanding of geochemical cycles.

Student demonstration:

Investigate and diagram how elements and compounds on earth move among reservoirs in the solid earth, oceans, atmosphere, and organisms as part of geochemical cycles.

12.5.3 By the end of twelfth grade, students will develop a scientific understanding of the origin of the earth system.

Student demonstrations:

Investigate and understand that the early earth was very different from the planet we live on today.
Investigate and estimate geologic time by observing rock sequences and using fossils to correlate the sequences at various locations.
Investigate and use known decay rates of radioactive isotopes in rocks to determine when the rock was formed.
Investigate and relate the effects of interactions among the solid earth, oceans, atmosphere, and organisms to the ongoing evolution of the earth.

12.5.4 By the end of twelfth grade, students will develop a scientific understanding of the origin of the universe.

Student demonstrations:

Investigate and analyze various theories on the origin of the universe.
Investigate and understand the effects of gravity and nuclear reactions upon stars.
Research and describe the life cycle of a star.

12.6 Science and Technology
An understanding of science and technology establishes connections between the natural and designed world, linking science to technology.

12.6.1 By the end of twelfth grade, students will develop an understanding of technological design.

Student demonstrations:

Identify a problem.
Propose designs and choose between alternative solutions.
Implement a proposed solution.
Evaluate the solution and its consequences.
Communicate the problem, process, and solution.

12.6.2 By the end of twelfth grade, students will develop an understanding about science and technology.

Student demonstrations:

State an example of how science advanced with the introduction of new technology.
Understand creativity, imagination, and a good knowledge base are all needed to advance the work of science and engineering.
Contrast the reasons for the pursuit of science and the pursuit of technology.
Contrast the reporting of scientific knowledge and the reporting of technical knowledge.

12.7 Science in Personal and Social Perspectives
A personal and social perspective of science helps a student understand and act on personal and social issues. This perspective builds a foundation for future decision making.

12.7.1 By the end of twelfth grade, students will develop an understanding of personal and community health.

Student demonstrations:

Investigate and describe the effect of nutritional balance on growth, development, and personal well-being.
Investigate and explain how diseases are prevented, controlled, and cured.
Investigate and explain how genetics affect a person's health.
Investigate and analyze risk versus benefit assessments to facilitate personal and community health.

12.7.2 By the end of twelfth grade, students will develop an understanding of the effects of population change.

Student demonstrations:

Investigate and state causes of population growth or decline.
Investigate and explain how various factors influence birth rates and death rates.
Investigate and describe how population change impacts resource use and environments.

12.7.3 By the end of twelfth grade, students will develop an understanding of natural resources.

Student demonstrations:

Investigate and explain how human populations use environmental resources to maintain and improve their existence.
Investigate and understand that the earth has renewable and finite resources.
Investigate and understand the limitations of natural systems to renew and recycle resources.

12.7.4 By the end of twelfth grade, students will develop an understanding of environmental quality.

Student demonstrations:

Investigate and describe how the positive and negative consequences of human intervention or nonintervention impacts the ecosystem.
Investigate and discuss factors which may influence environmental quality. Factors to consider may include population distribution and consumption.

12.7.5 By the end of twelfth grade, students will develop an understanding of natural and human-induced hazards.

Student demonstrations:

Investigate and describe how human activities increase or reduce the potential for hazards.
Investigate and distinguish between slow occurring hazards, such as coastal erosion, and rapid occurring hazards, such as tornadoes, and discuss their impact on the environment.
Investigate and assess potential dangers and risks of a hazard.

12.7.6 By the end of twelfth grade, students will develop an understanding of the role of science and technology in local, national, and global challenges.

Student demonstrations:

Understand that knowledge of basic concepts about scientific and technological challenges should precede active debate.

Investigate and understand that social issues and challenges may affect advancements in science and technology.

Understand that science and technology are essential social enterprises that indicate what could happen, but not what should happen.

12.8 History and Nature of Science

The history and nature of science illustrates different aspects of scientific inquiry, the human aspects of science, and the role of science in the development of various cultures.

12.8.1 By the end of twelfth grade, students will develop an understanding of science as a human endeavor.

Student demonstrations:

Practice the ethical traditions of scientists, such as peer review, truthful reporting, and public disclosure of work.

Examine and understand the societal, cultural, and personal beliefs that influence scientists.

12.8.2 By the end of twelfth grade, students will develop an understanding of the nature of scientific knowledge.

Student demonstrations:

Demonstrate the use of empirical standards, logical arguments, and skepticism in science.

Create scientific explanations consistent with experimental and observational evidence; make accurate predictions; strive to be logical; respect the rules of evidence; accept criticism; report methods and procedures; and make knowledge public.

Understand that all scientific knowledge is, in principle, subject to change as new evidence becomes available.

12.8.3 By the end of twelfth grade, students will develop an understanding of the history of science.

Student demonstrations:

Investigate and describe the contributions to scientific knowledge and technological inventions by diverse cultures.

Research and understand that changes in scientific knowledge evolve over time and almost always build on earlier knowledge.

Research and relate the long-lasting societal effects of science and technology advancements. Examples of such advances include germ theory, protein synthesis, Newtonian mechanics, quantum theory, geologic time scale, and plate tectonics.

NEBRASKA SOCIAL STUDIES/HISTORY STANDARDS
Grades 5-8
Adopted by the State Board of Education
May 8, 1998

8. SOCIAL STUDIES/HISTORY

8.1 United States History to 1877

8.1.1 Students will describe life in America before the 17th century by:

- Identifying and describing culture and economic systems of the first Americans, such as the Inuits (Eskimos), the Anasazi (cliff dwellers), the Northwest Indians (Kwakuitl), the Plains Indians, the Mound Builders, the Indians of the Eastern forest (Iroquois), the Incas, and the Mayans.
- Explaining how geography and climate influenced the way Native Americans lived.

Time, Continuity, and Change
Culture
Production, Distribution, and Consumption

8.1.2 Students will trace the routes and evaluate early explorations of the Americas by:

- Explaining the motivations, obstacles, and accomplishments of sponsors and leaders of key expeditions from Spain, France, Portugal, and England.
- Identifying the political, economic, and social impact of the encounter between European and Native Americans.
- Identifying the economic, ideological, religious, and nationalist forces that led to competition among European powers for control of North America.

Time, Continuity, and Change
Global Connections
Production, Distribution, and Consumption
Power, Authority, and Governance

8.1.3 Students will describe colonial America, such as:

- The factors that led to the founding of the colonies, such as the escape from religious persecution, economic opportunity, release from prison, and military adventure.
- Geographic, political, economic, and social contrasts in the three regions of New England, the mid-Atlantic, and the South.
- Life in the colonies in the 18th century from the perspectives of Native Americans, large landowners, farmers, artisans, women, and slaves.
- The principal economic and political connections between the colonies and England.
- Sources of dissatisfaction that led to the American Revolution.
- Key individuals and events in the American Revolution, such as King George, Lord North, Lord Cornwallis, John Adams, Samuel Adams, Paul Revere, Benjamin Franklin, George Washington, Thomas Jefferson, Patrick Henry, and Thomas Paine.
- Major military campaigns of the Revolutionary War and reasons why the colonies were able to defeat the British.

Time, Continuity, and Change
People, Places, and Environments
Production, Distribution, and Consumption
Culture
Individuals, Groups, and Institutions

8.1.4 Students will analyze the United States Constitution and the Bill of Rights, such as:

- The Native American heritage, such as Iroquois Five Nations Confederacy, "Great Binding Law."
- The British and American heritage, such as the Magna Carta, the English Bill of Rights, the Mayflower Compact, the Articles of Confederation.
- The philosophy of government expressed in the Declaration of Independence.
- The powers granted to Congress, the President, the Supreme Court, and those reserved to the states.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.5 Students will describe challenges faced by the new United States government, such as:

- The writing of a new Constitution in 1787 and the struggles over ratification and the addition of a Bill of Rights.
- Major issues facing Congress and the first four presidents.
- Conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties.

Power, Authority, and Governance
Time, Continuity, and Change

8.1.6 Students will describe growth and change in America from 1801 to 1861, such as:

- Territorial exploration, expansion, and settlement, such as the Louisiana Purchase, the Lewis and Clark expedition, the acquisition of Florida, Texas, Oregon, and California.
- How the effects of geography, climate, canals and river systems, economic incentives, and frontier spirit influenced the distribution and movement of people, goods, and services.
- The influence on the principle relationships between the United States, Mexico, Canada, and the European powers (Monroe Doctrine).
- The impact of inventions, such as the cotton gin, McCormick reaper, steamboat, and steam locomotive.
- The development of money, savings, and credit.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption
Power, Authority, and Governance

8.1.7 Students will identify causes, key events, and the effects of the Civil War and Reconstruction, such as:

- Economic and philosophical differences between the North and South, as exemplified by men, such as Daniel Webster and John C. Calhoun.
- Events leading to secession and war.
- Key figures during this period, such as Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglas, William Lloyd Garrison, Harriet Tubman, Harriet Beecher Stowe, John Brown, and Clara Barton.
- Critical developments in the war, such as major battles, the Emancipation Proclamation, and Lee's surrender at Appomattox.
- Life on the battlefield and on the homefront.
- Basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the United State Constitution.
- The impact of Reconstruction policies on the South.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.8 Students will interpret patriotic slogans and excerpts from notable speeches and documents in United States history up to 1877, such as "Give me liberty or give me death," "E Pluribus Unum," the Gettysburg Address, the Preamble to the Constitution, and the Declaration of Independence.

Time, Continuity, and Change
Power, Authority, and Governance

8.1.9 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, and contemporary media, such as television, movies, and computer information systems to better understand events and life in United States history to 1877.
- Identify characters, settings, and events from narratives of Nebraska, America, and world history.
- Construct various time lines of American history from pre-Columbian times to 1877, highlighting landmark dates, technological changes, major political and military events, and major historical figures.
- Locate on a United States map major physical features, bodies of water, exploration and trade routes; the states that entered the Union up to 1877; and, identify the states that formed the Confederacy during the Civil War.

Time, Continuity, and Change
People, Places, and Environments
Power, Authority, and Governance
Science, Technology, and Society

8.1.10 Students will develop skills in discussion, debate, and persuasive writing by analyzing historical situations and events, such as:

- Different historical perspectives of people, such as Native Americans; Hispanic Americans; African Americans; European Americans; and Asian Americans; settlers, slaves, and slave holders; Patriots and Tories; Federalists and Anti-Federalists; Confederates and Yankees; Republicans and Democrats; and rural and urban.
- Different evaluations of the causes, costs, and benefits of major events in American history up to 1877, such as the American Revolution, the Constitutional Convention, the Civil War, and Reconstruction.

Time, Continuity, and Change
Power, Authority, and Governance
Culture
Production, Distribution, and Consumption

8.2 United States History 1877 to the Present

8.2.1 Students will explain how, following the Civil War, massive immigration, combined with the rise of big business, heavy industry, and mechanized farming transformed American life, such as:

- Western settlement and how federal policy changes affected Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, individuals, and groups.
- Why various immigrant groups came to America, the obstacles they faced, and the important contributions they made.
- The growth of American cities, such as the impact of racial and ethnic conflict and the role of political machines.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Culture
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.2.2 Students will describe and analyze the changing role of the United States in world affairs between 1899 and 1930, such as:

- The Spanish-American War.
- The Panama Canal.
- Theodore Roosevelt's "Big Stick Diplomacy."
- The United States' role in World War I.
- The League of Nations.
- Tariff barriers to world trade.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections

8.2.3 Students will describe the ideas and events of the 1920's and 1930's, such as:

- Literature, music, dance, and entertainment.
- The Harlem Renaissance.
- Impact of the automobile.
- Prohibition, speakeasies, and bootlegging.
- The impact of women's suffrage.
- Racial tensions and labor strike.
- Compare different ways money can increase in value through savings and investment, such as bank savings accounts, investments in stocks and bonds, and investments in real estate and other valuable goods.
- Urban and rural electrification.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions

8.2.4 Students will explain the Great Depression and its effects, such as:

- Weaknesses in the economy and the collapse of financial markets in the late 1920's.
- The extent and depth of business failures, unemployment, and poverty.
- The New Deal and its impact on the Depression and the future role of government in the economy.
- Personalities and leaders of the period, such as Will Rogers, Eleanor and Franklin Roosevelt, and Charles Lindbergh.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.2.5 Students will describe the economic, social, and political transformation of the United States since World War II, such as:

- Segregation, desegregation, and the Civil Rights Movement.
- The changing role of women in America.
- The technology revolution and its impact on communication, transportation, and new industries.
- The consumer economy and increasing global markets.
- Increases in violent crime and illegal drugs.
- Effects of increased immigration.
- Political leaders of the period, trends in national elections, and differences between the two major political parties.

Time, Continuity, and Change
Production, Distribution, and Consumption
People, Places, and Environments
Production, Distribution, and Consumption
Power, Authority, and Governance

8.2.6 Students will interpret patriotic slogans and excerpts from notable speeches in United States history since 1877, such as "Ask not what your country can do for you . . .," ". . . December 7, 1941, a date which will live in infamy," "I have a dream . . .," and "Mr. Gorbachev, tear down this wall!"

Time, Continuity, and Change
Global Connections
Individual Development and Identity
Individuals, Groups, and Institutions
People, Places, and Environments

8.2.7 Students will develop skills for historical analysis, such as the ability to:

- Identify, analyze, and interpret primary sources, such as artifacts, diaries, letters, photographs, art, documents, newspapers, contemporary media, and computer information systems, making generalizations about events and life in United States history since 1877.
- Recognize and explain nationalism, race, religion, and ethnicity have influenced different points of view.
- Distinguish fact from fiction by examining documentary sources.
- Construct various time lines of United States history since 1877, such as landmark dates, technological and economic changes, social movements, military conflicts, and presidential elections.
- Locate on a United States map all 50 states, the original 13 states, the states that formed the Confederacy, and states which entered the Union after 1877.

Time, Continuity, and Change
Individuals, Groups, and Institutions

8.2.8 Students will evaluate different assessments of the causes, costs, and benefits of major events in recent American history to develop discussion, debate, and persuasive writing skills.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption

8.3 Civics and Economics

8.3.1 Students will compare national, state, and local governments, such as:

- Their structures, functions, and powers.
- The election and appointment of officials.
- The division and sharing of powers among levels of government.
- The separation and sharing of powers within levels of government.
- The process of amending the United States and Nebraska Constitutions.

Civic Ideals and Practices
Power, Authority, and Governance
Time, Continuity, and Change

8.3.2 Students will compare the election process at the local, state, and national levels of government, such as:

- Nomination and promotion of candidates for elective office.
- Similarities and differences between the major political parties.
- Voter turnout.
- Evaluate the accuracy of campaign advertising.
- Recognize bias and identify how media reports, analysis, and editorials are different.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

8.3.3 Students will compare the policy-making process at the local, state, and national levels of government, such as:

- The basic law-making process within the respective legislative bodies.
- The interaction between the chief executives and the legislative bodies.
- The functions of departments, agencies, and regulatory bodies.
- The roles of political parties at the state and national levels.
- The ways that individuals and cultural, ethnic, and other interest groups can influence government policy makers.
- The impact of the media on public opinion and policy makers.

Civic Ideals and Practices
Power, Authority, and Governance
Culture
Individuals, Groups, and Institutions
Individual Development and Identity

8.3.4 Students will distinguish between the judicial systems established by the Nebraska Constitution and United States Constitution, such as:

- The organization and jurisdiction of Nebraska and United States courts.
- The exercise of the power of judicial review.
- The process of bringing and resolving criminal and civil cases in Nebraska's judicial system.
- The function and process of the juvenile justice system in Nebraska.

Civic Ideals and Practices
Power, Authority, and Governance
Time, Continuity, and Change

8.3.5 Students will explain the structure and operation of the United States economy by:

- Explaining the concepts of scarcity, choice, trade-offs, specialization, productivity, inflation, profits, markets, and incentives.
- Discussing what markets are explaining supply and demand, and analyzing the effect of producer and consumer behavior on markets.
- Explaining the role of individuals and businesses as consumers, savers, investors, and borrowers.
- Explaining how institutions, such as banks, unions, legal systems, and non-profits evolve in market economics to help individuals and groups accomplish economic goals.
- Explaining entrepreneurship, productivity, and standards of living, describing their relationship.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

8.3.6 Students will describe the government's role in the United States economy, such as:

- Provision of public goods and services.
- Protection of consumer rights, contracts, property rights, and the promotion of competition.
- Impact of government policies, taxation, and government borrowing on individuals and businesses.
- Dealing with third party costs and benefits, such as pollution and medical research.

Production, Distribution, and Consumption
Power, Authority, and Governance
Individual Development and Identity
Individuals, Groups, and Institutions

8.3.7 Students will compare the United States economic system to systems such as China, Japan, Canada, South America, and other Western European nations, such as:

- The differences between traditional command and market economics.
- The degree of market, command, and traditional characteristics in various mixed economics and analyze costs and benefits of these economic systems.

Power, Authority, and Governance
Production, Distribution, and Consumption
Global Connections

8.3.8 Students will demonstrate an understanding of the rights and responsibilities of citizens in America by:

- Describing ways individuals participate in the political process, such as registering and voting, communicating with government officials, participating in political campaigns, and serving on juries and in voluntary appointed positions.
- Describing and evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.
- Analyzing career opportunities, such as individual abilities, skills, and education, and the changing supply and demand for those skills in the economy.

Civic Ideals and Practices
Power, Authority, and Governance
Production, Distribution, and Consumption

8.3.9 Students will explain the fundamental ideals and principles that form the foundation of our republican form of government, such as inalienable rights, "life, liberty, and the pursuit of happiness," and the rule of law, justice, and equality under the law.

Power, Authority, and Governance

8.3.10 Students will know how to interpret economic and political issues as expressed in maps, tables, diagrams, charts, political cartoons, and economic graphs.

Production, Distribution, and Consumption
Power, Authority, and Governance

8.4 World History to 1000 A.D.

8.4.1 Students will describe early physical and cultural development of mankind from the Paleolithic Era to the revolution of agriculture, such as:

- The impact of geography on hunter-gatherer societies.
- Characteristics of hunter-gatherer societies.
- Tool making and use of fire.
- Technological and social advancements that gave rise to stable communities.
- How archeological discoveries change our knowledge of early peoples.

Time, Continuity, and Change
People, Places, and Environments
Culture
Science, Technology, and Society

8.4.2 Students will compare selected ancient river civilizations, such as Egypt, Mesopotamia, the Indus Valley, and Shang China, and other ancient civilizations, such as the Hebrew and Phoenician kingdoms and the Persian Empire, such as:

- The location in time and place.
- Development of social, political, and economic patterns.
- The development of religious traditions.
- The development of language and writing.
- The development of calendars architectural monuments, such as the Pyramids and the Great Wall of China.

Time, Continuity, and Change
Culture
People, Places, and Environments
Global Connections

8.4.3 Students will describe, analyze, and evaluate the history of ancient Greece from about 2000 to 300 B.C. and explain its impact on Western civilization, such as:

- The influence of geography on Greek economic, social, and political development.
- Greek mythology and religion.
- The impact of Greek commerce and colonies on the Mediterranean region.
- The social structure, significance of citizenship, and development of democracy in the city-state of Athens.
- The significance of the Persian Wars and the Peloponnesian Wars.
- Life in Athens during the Golden Age of Pericles.
- The contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, such as Socrates, Plato, and Aristotle.
- The conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.
- The agriculture, architecture, music, art, religion, sports, and roles of men, women, and children.

Time, Continuity, and Change
Culture
Power, Authority, and Governance
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.4 Students will describe, analyze, and evaluate the history of ancient Rome from about 700 B.C. to 500 A.D., explaining its impact on Western civilization, such as:

- The influence of geography on Roman economic, social, and political development.
- Roman mythology and religion.
- The social structure, significance of citizenship, and the development of democratic features in the government of the Roman Republic.
- Roman military domination of the Mediterranean basin and Western Europe and the spread of Roman culture in these areas.
- The roles of Julius and Augustus Caesar and the impact of military conquests on the army, economy, and social structure of Rome.
- The collapse of the Republic and the rise of imperial monarchs.
- The economic, social, and political impact of the Pax Romana.
- The origin, traditions, custom, beliefs, and spread of Christianity and Judaism.
- The development and significance of the Catholic Church in the late Roman Empire.
- Contributions in art, architecture, technology, science, literature, history, language, religion, and law.
- The reasons for the decline and fall of the Roman Empire.

Time, Continuity, and Change
Power, Authority, and Governance
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections
People, Places, and Environment

8.4.5 Students will analyze the conflict between the Muslim world and Christendom from the 7th to the 11th century A.D., explaining its impact on Western civilization, such as:

- The origin, traditions, customs, beliefs, and spread of Islam.
- Theological differences between Islam and Christianity.
- Cultural differences between Muslims and Christians.
- Religious, political, and economic competition in the Mediterranean region.
- Historical turning points that affected the spread and influence of both religious cultures.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
People, Places, and Environments
Global Connections

8.4.6 Students will describe, analyze, and evaluate the history of the Byzantine Empire and Russia from about 300 to 1000 A.D., explaining its impact on Western civilization, such as:

- The establishment of Constantinople as the capital of the Roman Empire.
- The expansion of the Byzantine Empire and economy.
- Codification of Roman land preservation of Greek and Roman traditions.
- Conflicts that led to a split between the Roman Catholic and Greek Orthodox churches.
- Byzantine art and architecture.
- Byzantine influence on Russia and Eastern Europe.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.7 Students will describe, analyze, and evaluate the history of Europe during the Middle Ages from about 500 to 1000 A.D., explaining its impact on Western civilization, such as:

- The structure of feudal society and its economic, social, and political effects.
- The Age of Charlemagne and the revival of the idea of the Roman Empire.
- The invasions and settlements of the Magyars and the Vikings, such as Angles and Saxons in Britain.
- The spread and influence of Christianity throughout Europe.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development and Identity
Global Connections

8.4.8 Students will describe and compare selected civilizations in Asia, Africa, and the Americas, focusing on chronology, location, geography, social structures, form of government, economy, religion, and contribution to later civilizations, such as:

- India: the caste system; the traditions, customs, beliefs, and significance of Hinduism; and the conquest by Moslem Turks.
- China: the T'ang dynasty; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
- Japan: the development and significance of Shinto; Buddhist religious traditions; and the influence of Chinese culture.
- The kingdoms of Kush in eastern Africa and Ghana in western Africa.
- The Mayan, Aztec, Incas, and Toltecs civilizations.

Time, Continuity, and Change
Culture
Production, Distribution, and Consumption
People, Places, and Environments
Global Connections

8.4.9 Students will improve their skills in historical research and geographical analysis, by:

- Identifying, analyzing, and interpreting primary sources and secondary sources to make generalizations about events and life in world history up to 1000 A.D.
- Identifying, analyzing, and interpreting global population distribution in the Middle Ages.
- Identifying and comparing contemporary national political boundaries with the location of civilizations, empires, and kingdoms from 4000 B.C. to 1000 A.D.
- Identifying and comparing the distribution of major religious culture in the contemporary world with the origin and spread of Judaism, Christianity, Islam, Hinduism, and Buddhism up to 1000 A.D.

Time, Continuity, and Change
People, Places, and Environments
Global Connections
Power, Authority, and Governance
Individuals, Groups, and Institutions
Individual Development and Identity

NEBRASKA SOCIAL STUDIES/HISTORY STANDARDS
Grades 9-12

Adopted by the State Board of Education
May 8, 1998

12. SOCIAL STUDIES/HISTORY

12.1 World History: 1000 A.D. to the Present

12.1.1 Students will demonstrate an understanding of the state of the world about 1000 A.D. by summarizing:

- The institution of feudalism in Europe and the rise of towns and commerce.
- The location and leadership of major Western European kingdoms.
- The location and culture of the Byzantine and Muslim empires.
- The location and culture of empires in India, China, Japan, sub-Saharan Africa, and Central America.
- The role of the Roman Catholic Church in Europe.
- The conflict between Christian and Muslim cultures.

Time, Continuity and Change
Culture

12.1.2 Students will analyze the patterns of social, economic, political change, and cultural achievement in the late Medieval period, such as:

- The emergence and distinctive political developments of nation-states, such as Spain, France, England, and Russia.
- Conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
- Patterns of crisis and recovery, such as the Black Death.
- The preservation of Greek and Roman philosophy, medicine, and science.

Time, Continuity, and Change
Production, Distribution, and Consumption

12.1.3 Students will analyze the historical developments of the Renaissance, such as:

- Economic foundations of the Renaissance, such as European interaction with Muslims, increased trade, role of the Medicis, and new economic practices.
- The rise of Italian city-states.
- Artistic, literary, and intellectual creativity, such as Leonardo DaVinci, Michelangelo, and Shakespeare, as contrasted with the Medieval period. Machiavelli's theory of government as described in The Prince.
- Differences between the Italian and the Northern Renaissance.

Time, Continuity, and Change
Production, Distribution, and Consumption
Culture

12.1.4 Students will analyze the historical developments of the Reformation, such as:

- The effects of the theological, political, and economic differences that emerged during the Reformation, such as the views and actions of Martin Luther, John Calvin, and Henry VIII and the divorce issue.
- The influence of religious conflicts on government actions, such as the Edict of Nantes in France.
- The evolution of laws that reflect religious beliefs, cultural values, traditions, and philosophies, such as the beginnings of religious toleration and the spread of democracy.

Time, Continuity, and Change
Culture
Individuals, Groups, and Institutions
Individual Development, and Identity

12.1.5 Students will analyze the impact of European expansion into the Americas, Africa, and Asia, such as:

- The roles of explorers/conquistadors.
- Migration, settlement patterns, and cultural diffusion.
- The exchange of technology, ideas, and agricultural practices.
- The trade in slaves, tobacco, rum, furs, and gold.
- The introduction of nediseases.
- The influence of Christianity.
- Economic and cultural transformations created by the emergence of plant-like tobacco and corn in neplaces and the arrival of the horse in the Americas.
- Competition for resources and the rise of mercantilism.
- The commercial and maritime growth of European nations, identifying the emergence of money and banking, global economics, and market systems.
- Social classes in the colonized areas.

Time, Continuity, and Change
Culture
Global Connections
Production, Distribution, and Consumption
People, Places, and Environments

12.1.6 Students will compare Judaism, Christianity, Islam, Buddhism, and Hinduism, identifying factors, such as:

- Major leaders and events.
- Sacred writings.
- Traditions, customs, and beliefs.
- Monotheistic versus polytheistic views.
- Geographic distribution at different times.
- Political, social, and economic influences of each.
- Long-standing religious conflicts and recent manifestations in places, such as Ireland, Middle East, and Bosnia.

Time, Continuity, and Change
Culture
Global Connections
People, Places, and Environments
Production, Distribution, and Consumption
Individuals, Groups, and Institutions
Power, Authority, and Governance

12.1.7 Students will analyze the scientific, political, and economic changes of the 16th, 17th, and 18th centuries, such as:

- The establishment of absolute monarchies by individuals, such as Louis XIV, Frederick the Great, and Peter the Great.
- The Glorious Revolution in England and the French Revolution.
- The ideas of significant people, such as Hobbes, Locke, Montesquieu, Rousseau, and Jefferson.
- How the political ideas of the Enlightenment and the ideas of religion affected the founders of the United States.
- New scientific theories, such as those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin.
- How technological changes brought about social, political, and cultural changes in Europe, Asia, and the Americas.
- How the arts, philosophy, and literature were influenced by people, such as Voltaire, Diderot, Delacroix, Bach, and Mozart.
- The influence of religious beliefs on art, politics, science, and commerce.

Time, Continuity, and Change
Power, Authority, and Governance
Science, Technology, and Society
Culture
Global Connections
Individuals, Groups, and Institutions

12.1.8 Students will describe 12th century political developments in Europe, such as:

- The Congress of Vienna.
- Expansion of democracy in Europe, such as the effects of urbanization, revolutions of 1848, and British reform laws.
- Unification of Germany and the role of Bismarck.
- Unification of Italy and the role of Garibaldi.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environment

12.1.9 Students will analyze and explain the effects of the Industrial Revolution, identifying factors, such as:

- The rise of industrial economics and their link to imperialism and colonialism.
- How scientific and technological changes, such as the inventions of Watt, Bessemer, and Whitney, brought about massive social and cultural change.
- The emergence of capitalism and free enterprise as a dominant economic pattern.
- Responses to capitalism, such as utopianism, socialism, and communism.
- The status of women and children reflected societal changes.
- The evolution of work and labor, such as the slave trade, mining and manufacturing, and the union movement.
- How economic reasoning and cost-benefit analysis apply to societal issues.
- How Asia and Africa were transformed by European commercial power.

Time, Continuity, and Change
Science, Technology, and Society
Production, Distribution, and Consumption
Individuals, Groups, and Institutions
Global Connections

12.1.10 Students will analyze major 20th century historical events, such as:

- Causes and effects of World War I and World War II.
- The Russian Revolution.
- The rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
- The political, social, and economic impact of the 1930's worldwide depression.
- The Nazi Holocaust and other examples of genocide.
- How new technologies, such as atomic power, influenced patterns of conflict.
- Economic and military power shifts since 1945, such as the rise of Germany and Japan as economic powers.
- Revolutionary movements in Asia and its leaders, such as Mao Zwdong and Ho Chi Minh.
- How African and Asian countries achieved independence from European colonial rule, such as India under Gandhi and Kenya under Kenyatta, and how they have fared under self-rule.
- Regional and political conflicts, such as Korea and Vietnam.
- The beginning and end of the Cold War and the collapse of the Soviet Union.

Time, Continuity, and Change
Culture
Power, Authority, and Governance
Production, Distribution, and Consumption
Global Connections
Science, Technology, and Society
People, Places, and Environment

12.1.11 Students will demonstrate historical research and geographical skills by:

- Identifying, analyzing, and interpreting primary and secondary sources and artifacts.
- Validating sources as to their authenticity, authority, credibility, and possible bias.
- Comparing trends in global population distribution since the 10th century.
- Constructing various time lines of key events, periods, and personalities since the 10th century.
- Identifying and analyzing major shifts in national political boundaries in Europe since 1815.
- Identifying the distribution of major religious cultures in the contemporary world.

Time, Continuity, and Change
People, Places, and Environments
Culture
Individuals, Groups, and Institutions
Power, Authority, and Governance

12.2 World Geography

12.2.1 Students will analyze the physical and human landscapes of the world using maps, globes, photographs, and pictures to:

- Recognize the different map projections and explain the concept of distortion.
- Show how maps reflect particular historical and political perspectives.
- Apply the concepts of scale, orientation, and latitude and longitude.
- Create and compare political, physical, and thematic maps of countries and regions.
- Identify regional climatic patterns and weather phenomena, relating them to events in the contemporary world.

People, Places, and Environments
Power, Authority, and Governance

12.2.2 Students will analyze how selected physical and ecological processes shaped the earth's surface, such as:

- How humans influence and are influenced by the environment.
- How people's ideas and relationship to the environment change over time, particularly in response to new technologies.

People, Places, and Environments

12.2.3 Students will explain how:

- Geographic regions change over time.
- Characteristics of regions have led to regional labels.
- Regional landscapes reflect the cultural characteristics of their inhabitants as well as historical events.
- Technological advances have led to increasing interaction among regions.

People, Places, and Environments
Science, Technology, and Society

12.2.4 Students will analyze how certain cultural characteristics can link or divide regions, such as language, ethnic heritage, religion, political philosophy, shared history, and social and economic systems.

Time, Continuity, and Change
People, Places, and Environments
Culture
Individual Development and Identity
Production, Distribution, and Consumption

12.2.5 Students will compare and contrast the distribution, growth rates, and characteristics of human population, such as settlement patterns and the location of natural and capital resources.

People, Places, and Environments
Time, Continuity, and Change
Production, Distribution, and Consumption

12.2.6 Students will analyze past and present trends in human migration and cultural interaction as they are influenced by social, economic, political, and environmental factors.

People, Places, and Environments
Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Individuals, Groups, and Institutions

12.2.7 Students will locate and identify by name the major countries in each region, the world's major rivers, mountain ranges, and surrounding bodies of water.

People, Places, and Environments

12.2.8 Students will identify natural hazards; describe their characteristics, explain their impact on human and physical systems, and assess efforts to manage their consequences in developed and less developed regions.

People, Places, and Environments
Science, Technology, and Society

12.2.9 Students will identify natural, human, and capital resources; describe their distribution; and explain their significance, such as location of contemporary and selected historical economic and land-use regions.

People, Places, and Environments
Production, Distribution, and Consumption

12.2.10 Students will analyze the patterns of urban development, such as site and situation; the function of towns and cities; and problems related to human mobility, social structure, and the environment.

People, Places, and Environments
Civic Ideals and Practices
Individual Development and Identity

12.2.11 Students will analyze the regional development of Asia, Africa, the Middle East, Latin America, and the Caribbean, such as physical, economic, and cultural characteristics and historical evolution from 1000 A.D. to the present.

Time, Continuity, and Change
People, Places, and Environments
Production, Distribution, and Consumption

12.2.12 Students will analyze the patterns and networks of economic interdependence, such as formation of multinational economic unions; international trade; the theory of competitive advantage; job specialization; competition for resources; and access to labor, technology, transportation, and communications.

People, Places, and Environments
Production, Distribution, and Consumption
Science, Technology, and Society

12.2.13 Students will distinguish between developed and developing countries, identifying and relating the level of economic development to the quality of life.

People, Places, and Environments
Production, Distribution, and Consumption

12.2.14 Students will analyze the forces of conflict and cooperation as they influence:

- The way in which the world is divided among independent and dependent countries.
- Disputes over borders, resources, and settlement areas.
- The historic and future ability of nations to survive and prosper.
- The role of multinational organizations.

People, Places, and Environments
Time, Continuity, and Change
Global Connections
Culture
Individuals, Groups, and Institutions

12.2.15 Students will apply geography to interpret the past, understand the present, and plan for the future by:

- Explaining the historical migration of people, expansion and disintegration of empires, and the growth of economic systems by using a variety of maps, charts, and documents.
- Relating current events to the physical and human characteristics of places and regions.

People, Places, and Environments
Time, Continuity, and Change
Production, Distribution, and Consumption
Global Connections

12.3 United States History

12.3.1 Students will analyze and explain the contacts between Native Americans and European settlers during the Age of Discovery, identifying factors, such as:

- Economic and cultural characteristics of the groups.
- Motives and strategies of the explorers and settlers.
- Impact of European settlement on the Native Americans.
- Legacies of contact, cooperation, and conflict from that period.

Time, Continuity, and Change
Production, Distribution, and Consumption
People, Places, and Environments

12.3.2 Students will analyze and explain the colonization of the American colonies, identifying factors, such as:

- Motivation of ethnic and religious groups, and how immigrants influenced the settlement of colonies.
- Economic activity.
- Political developments.
- Social customs, the arts, and religious beliefs.

Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Culture
Individual Development and Identity

12.3.3 Students will analyze and explain events and ideas of the Revolutionary Period, such as:

- Changes in British policies that provoked the American colonists.
- The debate within America concerning separation from Britain.
- The Declaration of Independence and "Common Sense."
- Leaders.
- Key battles, military turning points, and key strategic decisions.

Time, Continuity, and Change
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.3.4 Students will analyze the events and ideas of the Constitutional Era, such as:

- Articles of Confederation and the Declaration of Independence.
- Issues and policies affecting relations among existing and future states, such as the Northwest Ordinance.
- The Constitutional Convention, such as the leadership of James Madison and George Washington.
- The struggle for ratification of the Constitution, the Federalist Papers, and Anti-Federalists arguments.
- The addition of the Bill of Rights to the Constitution.

Time, Continuity, and Change
Power, Authority, and Governance
People, Places, and Environments
Individuals, Groups, and Institutions

12.3.5 Students will analyze and explain events of the Early National Period, such as:

- Organization of the national government under the new Constitution.
- Major domestic and foreign affairs issues facing the first presidents and Congress.
- The development of political parties.
- How the impact of Supreme Court cases, such as Marbury v. Madison and McCulloch v. Maryland, affected the interpretation of the Constitution.
- Foreign relations and conflicts, such as the War of 1812 and the Monroe Doctrine.
- The Louisiana Purchase and the acquisition of Florida.
- Economic development, trade, tariffs, taxation, and trends in the national debt.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections
Production, Distribution, and Consumption

12.3.6 Students will analyze the causes and effects of major events of the Civil War and Reconstruction, such as:

- Slavery.
- States' Rights Doctrine.
- Tariffs and trade.
- Settlement of the West.
- Secession.
- Military advantages of the Union and the Confederacy.
- Threat of foreign intervention.
- Economic and political impact of the war.
- Roles played by the individual leaders.
- Impact of Reconstruction policies on the South.

Time, Continuity, and Change
Power, Authority, and Governance
Production, Distribution, and Consumption
Individuals, Groups, and Institutions

12.3.7 Students will analyze the impact of immigration on American life, identifying factors, such as:

- Contributions of Native Americans, Hispanic Americans, African Americans, European Americans, Asian Americans, immigrant groups and individuals.
- Ethnic conflict and discrimination.
- The United States domestic policies.

Culture
People, Places, and Environments

12.3.8 Students will summarize causes and effects of the Industrial Revolution, identifying factors, such as:

- New inventions and industrial production methods.
- New technologies in transportation and communication.
- Incentives for capitalism and free enterprise.
- The impact of immigration on labor supply and the movement to organize workers.
- Improvements in standards of living, life expectancy, and living conditions.
- Child labor, working conditions, and the rise of organized labor.
- Government policies affecting trade, monopolies, taxation, and money supply.
- Muckraking literature and the rise of the Progressive Movement.
- Women's suffrage and temperance movements, describing their impact on society.
- Political changes at the local, state, and national levels.

Time, Continuity, and Change
People, Places, and Environments
Science, Technology, and Society
Production, Distribution, and Consumption
Power, Authority, and Governance

12.3.9 Students will analyze and explain the importance of World War I, identifying factors, such as:

- The end of the Ottoman Empire and the creation of new states in the Middle East.
- The declining role of Great Britain and the expanding role of the United States in world affairs.
- Political, social, and economic change in Europe and the United States.
- Causes of World War I.

Time, Continuity, and Change
Culture
Production, Distribution, and Consumption
Power, Authority, and Governance

12.3.10 Students will analyze and explain the Great Depression, explaining factors, such as:

- Causes and effects of changes in business cycles.
- Weaknesses in key sectors of the economy in the late 1920's.
- United States government economic policies in the late 1920's.
- Causes and effects of the Stock Market Crash.
- The impact of the Depression on the American people.
- The impact of NeDeal economic policies.
- The impact of the expanded role of government in the economy since the 1930's.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Individuals, Groups, and Institution

12.3.11 Students will demonstrate an understanding of the origins and effects of World War II, identifying events and factors, such as:

- The rise of and aggression of totalitarian regimes in Germany, Italy, and Japan.
- The rise of Fascism, Nazism, and Communism in the 1930's and 1940's and the response of Europe and the United States.
- The role of the Soviet Union.
- Appeasement, isolationism, and the war debates in Europe and the United States prior to the outbreak of war.
- The impact of mobilization for war, at home and abroad.
- Major battles, military turning points, and key strategic decisions.
- The Holocaust and its impact.
- The reshaping of the United States' role in world affairs after the war.
- Major changes in Eastern Europe, China, Southeast Asia, and Africa following the war.

Time, Continuity, and Change
People, Places, and Environments
Individuals, Groups and Institutions
Global Connections

12.3.12 Students will analyze and explain United States foreign policy since World War II, identifying factors, such as:

- The origins of the Cold War and the foreign and domestic consequences.
- Communist containment policies in Europe, Latin America, and Asia.
- McCarthyism and the fear of communist influence within the United States.
- Strategic and economic factors in Middle East policy.
- Relations with South Africa and other African nations.
- The collapse of communism and the end of the Cold War.
- Nechallenges to America's leadership role in the world.
- Confrontations with the Soviet Union in Berlin and Cuba.
- NATO and other alliances, and the United States role in the United Nations.
- Nuclear weapons and the arms race.
- Military conflicts in Korea, Vietnam, and the Middle East.

Time, Continuity, and Change
Power, Authority, and Governance
Global Connections

12.3.13 Students will evaluate developments in federal civil rights and voting rights since the 1950's, such as:

- The Brown v. Board of Education decision and its impact on education.
- Civil rights demonstrations and related activity leading to desegregation of public accommodations, transportation, housing, and employment.
- The impact of reapportionment cases and voting rights legislation on political participation and representation.
- Affirmative action.

Time, Continuity, and Change
Power, Authority, and Governance
Civic Ideals and Practices

12.3.14 Students will demonstrate an understanding of domestic policy issues in contemporary American society by:

- Comparing conservative and liberal economic strategies.
- Explaining current patterns of Supreme Court decisions and evaluating their impact.
- Comparing the positions of political parties and interest groups on major issues.

Time, Continuity, and Change
Production, Distribution, and Consumption
Power, Authority, and Governance
Civic, Ideals and Practices

12.3.15 Students will explain relationships between geography and the historical development of the United States by using maps, pictures, and computer databases to:

- Locate and explain the location and expansion of the original colonies.
- Trace the advance of the frontier and the territorial expansion of the United States, explaining how it was influenced by the physical environment.
- Locate new states as they were added to the Union.
- Understand the settlement patterns, migration routes, and cultural influence of various racial, ethnic, and religious groups.
- Compare patterns of agricultural and industrial development in different regions as they relate to natural resources, markets, and trade.
- Analyze the political, social, and economic implications of demographic changes in the nation over time.

Time, Continuity, and Change
People, Places, and Environments

12.3.16 Students will interpret the significance of excerpts from famous speeches and documents in United States history, such as "The United States Constitution," "The Bill of Rights," "The Letter from Birmingham Jail," "Speak softly and carry a big stick . . .," and "The Gettysburg Address."

Time, Continuity, and Change
Power, Authority, and Governance

12.3.17 Students will develop skills for historical analysis, such as the ability to:

- Analyze documents, records, and data, such as artifacts, diaries, letters, photographs, journals, newspapers, and historical accounts.
- Evaluate the authenticity, authority, and credibility of sources.
- Formulate historical questions and defend findings based on inquiry and interpretation.
- Develop perspectives of time and place, such as the construction of various time lines of events, periods, and personalities in American history.
- Communicate findings orally, in brief analytical essays, and in a comprehensive paper.

Time, Continuity, and Change

12.3.18 Students will develop discussion, debate, and persuasive writing skills, focusing on enduring issues and demonstrating how divergent viewpoints have been addressed and reconciled, such as:

- Civil disobedience v. the rule of law.
- The relationship of government to the individual in economic planning and social programs.
- Freedom of the press v. the right to a fair trial.
- The tension between majority rule and minority rights.
- Problems of intolerance toward racial, ethnic, and religious groups in American society.
- The evolution of rights, freedoms, and protections through political and social movements.

Power, Authority, and Governance
Civic Ideals and Practices
Culture
Individual Development and Identity
Individuals, Groups, and Institutions

12.4 United States and Nebraska Government and the Economy

12.4.1 Students will compare the United States constitutional system in 1789 with forms of democracy that developed in ancient Greece and Rome, in England, and in the American colonies and states in the 18th century.

Power, Authority, and Governance
Time, Continuity, and Change
Culture

12.4.2 Students will identify and explain the Declaration of Independence, the Articles of Confederation, and the Constitutions of the United States and Nebraska describing their treatment of:

- Fundamental political principles, such as constitutionalism and limited government, rule of law, democracy and republicanism, sovereignty, consent of the governed, separation of powers, checks and balances, and federalism.
- Fundamental liberties, rights, and values, such as religion, speech, press, assembly and petition, due process, equality under the law, individual worth and dignity, and majority rule and minority rights.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions
Individual Development and Identity

12.4.3 Students will identify examples of fundamental American political principles contained in the Nebraska Constitution, the Declaration of Independence, the United States Constitution, and the Federalist Papers, comparing them to principles of government and ladeveloped by leading European political thinkers, such as Locke, Hobbes, Montesquieu, Rousseau, and Blackstone.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions

12.4.4 Students will analyze the amendments to the United States Constitution, identifying factors, such as the conflicts they addressed and the reasons for their adoption.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.5 Students will summarize landmark Supreme Court interpretations of the United States Constitution and its amendments, such as basic freedoms, due process, equal protection of the law, and government powers, analyzing the historical trends and contemporary patterns of United States Supreme Court decisions.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.6 Students will identify and explain the fundamental concepts of democracy, focusing on the equality of all citizens under the law, the fundamental worth and dignity of the individual, majority rule and minority rights, the necessity of compromise, individual freedom, and the rule of law.

Power, Authority, and Governance
Time, Continuity, and Change
Individuals, Groups, and Institutions

12.4.7 Students will analyze in writing, discussion, and debate current issues confronting local, state, and national governments in terms of perennial challenges to democracies, such as conflicts between:

- Majority rule and minority rights.
- Individual rights and the public interest.
- Levels of taxation and the expectation of public services.
- State and national authority in a federal system.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.4.8 Students will analyze and compare national and state governments, identifying factors, such as:

- The structures, functions, and authority of each.
- The principles of federalism, separation of powers, and checks and balances.
- The extent to which power is shared rather than divided or separated.
- Procedures for constitutional amendment.

Power, Authority, and Governance
Time, Continuity, and Change

12.4.9 Students will explain how United States and Nebraska legislative, executive, and judicial institutions make public policy, through vehicles, such as:

- Legislation, regulations, executive orders, and judicial review.
- Constitutional requirements and institutional procedures.
- Specific policies related to foreign affairs, civil rights, and economics and the budget.

Power, Authority, and Governance
Civic Ideals and Practices
Production, Distribution, and Consumption

12.4.10 Students will identify and distinguish among the units of local governments in Nebraska, such as counties, cities, towns, and regional authorities by analyzing a local public issue.

Power, Authority, and Governance

12.4.11 Students will compare a unicameral with a bicameral form of government.

Power, Authority, and Governance
Civic Ideals and Practices

12.4.12 Students will explain and give current examples of how political parties, interest groups, the media, and individuals influence the policy agenda and decision making of government institutions.

Power, Authority, and Governance
Civic Ideals and Practices

12.4.13 Students will describe campaigns for national, state, and local elective office, identifying factors, such as:

- The nominating process.
- Campaign funding and spending.
- The influence of media coverage, campaign advertising, and public opinion polls.
- Demographic causes and political effects of reapportionment and redistricting.
- Voter turnout and the constituencies of the major political parties.
- The Electoral College.

Power, Authority, and Governance
Time, Continuity, and Change
People, Places, and Environments
Civic Ideals and Practices

12.4.14 Students will explain the rights, responsibilities, and benefits of citizenship in the United States and Nebraska.

Civic Ideals and Practices
Power, Authority, and Governance

12.4.15 Students will develop the skills needed for informed participation in public affairs by:

- Analyzing public issues.
- Evaluating candidates for public office.
- Evaluating the performance of public officials.
- Communicating with public officials.

Civic Ideals and Practices
Power, Authority, and Governance
Individuals, Groups, and Institutions

12.4.16 Students will compare the United States political and economic systems with those of major democratic and authoritarian nations, focusing on factors, such as:

- The structures and powers of political institutions.
- The rights and powers of the governed, such as grass roots citizens' movements.
- Economic goals, institutions, and the role of government in the economy.
- The relationships between economic freedom and political freedom.
- The allocation of resources and its impact on productivity.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

12.4.17 Students will analyze the United States market economy, identifying factors, such as:

- Labor, capital, and natural resources.
- The role of private ownership, private enterprise, and profits.
- The relationships of households, firms, and government.
- Labor/management relationships.
- Relationships to the global economy.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.18 Students will analyze the role of government in the United States economy, explaining factors, such as:

- Interstate commerce and international trade policies.
- Providing favorable conditions for markets.
- Providing public goods and services.
- Protecting the environment.
- Promoting economic growth.

Power, Authority, and Governance
Production, Distribution, and Consumption
People, Places, and Environments

12.4.19 Students will diagram the concepts of scarcity, opportunity costs, and the types of economic systems that deal with unlimited wants and limited resources.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.20 Students will discuss the economic goals of growth, stability, full employment, efficiency, equity, and justice, explaining the need for tradeoffs as these goals are pursued.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.21 Students will explain how forces of supply and demand in a market system answer basic economic questions, such as what to produce, photo produce, and for whom to produce.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.22 Students will define the basic economic indicators, such as Gross Domestic Product, employment statistics, and other measures of economic conditions.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.23 Students will discuss the fundamentals of international trade, such as comparative advantage, absolute advantage, and exchange rates.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.24 Students will explain the interrelationship of producers, consumers, and government in the American economic system.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.25 Students will explain the impact of monetary and fiscal policy in achieving local, state, and national economic goals.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

12.4.26 Students will evaluate the role of entrepreneurship in a market economy.

Production, Distribution, and Consumption
Power, Authority, and Governance

12.4.27 Students will discuss, develop, and implement a plan for making informed personal economic decisions.

Production, Distribution, and Consumption
Power, Authority, and Governance
Civic Ideals and Practices

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